

DOCUMENT RESUME

ED 190 269

RC 011 880

AUTHOR Friend, Ronn E.; Gates, Francis W.
 TITLE 1981 Maryland Migrant Education State Plan.
 INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of
 Compensatory, Urban, and Supplementary Programs.
 PUB DATE Jan 90
 NOTE 116p.
 EDRS PRICE MF01/PC05 Plus Postage.
 DESCRIPTORS Blacks; Community Involvement; Cooperative Programs;
 Coordination; Early Childhood Education; *Educational
 Objectives; *Inservice Teacher Education; Language
 Arts; Mathematics; Mexican Americans; *Migrant
 Education; Migrant Health Services; Parent
 Participation; *Program Design; Program Proposals;
 Skill Development; *Social Services; *State Programs;
 Vocational Education
 IDENTIFIERS *Maryland; Skills Information System

ABSTRACT

Between October 1, 1980 and September 30, 1981, the 1981 migrant education program will serve an estimated 1,109 migrant children in 6 regular and 8 summer school projects in Maryland. Of these children, 422 will be at the elementary level, 366 at the secondary level, and the rest will be in preschool. Blacks compose the largest ethnic group (478) and Mexican Americans the second largest (448). The principal objectives of the plan include: (1) the planning, development, and implementation of instructional and curriculum programs to aid migrant children in the key areas of preschool education, reading, mathematics, oral language development, and occupational skills training; (2) implementation of the Skills Information System in key instructional areas; (3) implementation of nutrition, medical, dental, and special education supportive services; (4) promotion of parent participation in all phases of the program; (5) provision of inservice programs to increase sensitivity to migrant children and develop abilities in the use of the Skills Information System. It is expected that participating children will demonstrate improved functional reading and math skills, improved general health, and increased career awareness (at the secondary level). The plan includes an implementation schedule, brief budget information, outside organizations and consultants involved, detailed implementation plans for each aspect of the plan and a 42-item bibliography. (SB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED190769

1981 Maryland Migrant Education State Plan

RC 011880

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Ronn E. Friend

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

1981 MARYLAND MIGRANT EDUCATION STATE PLAN



SUBMITTED BY:
MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY, URBAN, AND SUPPLEMENTARY PROGRAMS

Prepared by
RONN E. Friend
Francis W. Gates

1981 MARYLAND MIGRANT EDUCATION STATE PLAN

TABLE OF CONTENTS

	<u>PAGE</u>
I. OBJECTIVES AND NEED FOR ASSISTANCE	1-7
A. Migratory Children and Youth to be Identified and Served in Maryland between October 1, 1980 and September 30, 1981	1-2
B. Migrancy in Maryland	3-7
II. THE PRINCIPAL AND SUBORDINATE OBJECTIVES	7-10
III. INSERVICE TRAINING	10-11
IV. RESULTS OR BENEFITS EXPECTED	11-12
V. APPROACH	13-53
A. Program Coordination and Administration	13-18
B. Early Childhood Education	19-22
C. Basic Skills Development Education	23-25
D. Culturally Relevant Education	26-28
E. Occupational Skills Training	29-31
F. Skills Information System	31-33
G. Nutritional Services	33-34
H. Health Services	34-35
I. Services for the Handicapped Migrant Child	35-37
J. Maryland Migrant Education Service Center	37-44
1. Identification and Recruitment	38-40
2. Migrant Student Record Transfer System	40-41
3. Community-School Resources	41-42
4. Advocacy Services	42-44
5. Parent Awareness Training	44
K. Parent Involvement	45-47

	<u>PAGE</u>
L. Staff Development and Inservice Training	47-49
M. Dissemination of Information	49-50
N. Monitoring and Enforcement	50-52
O. FY 1982 Program Development	52
VI. PROGRAM TIME SCHEDULE	54-56
VII. DATA TO BE COLLECTED	57-58
VIII. ORGANIZATIONS, COOPERATIVES, CONSULTANTS WHO WILL WORK WITH THE PROGRAM	59-65
A. Health and Nutrition	59-60
B. Daycare and Preschool	60
C. Farmworker Organizations	60-61
D. State Cooperators	61-62
E. Migrant Ministries	62
F. Additional Services	62-63
G. Directory of Major Organizations and Cooperatives	63-65
IX. GEOGRAPHICAL LOCATION OF PROJECTS	66-69
A. Project Areas to Serve Migratory Children	68
B. Areas to be Surveyed for Potential ESEA Title I Migrant Projects	68
C. Impact of the State Migrant Education Program	69
X. CROPS AND WORK PERIODS	70
XI. BIOGRAPHICAL INFORMATION	71-73
XII. ACCOMPLISHMENTS	74
XIII. ASSURANCES	75
APPENDIX A: SEA Evaluation	
APPENDIX B: Migrant Centers in Maryland	
APPENDIX C: Selected Annotated Bibliography and Resource Guide	

Maryland Migrant Education

Educación Migrante para Maryland



TO: LEA Migrant Program Coordinators,
FROM: Francis W. Gates *Francis W. Gates*
DATE: January 28, 1980
SUBJECT: Thirty Day Public Comment Period for FY 1980 Maryland Migrant Education State Plan

A new provision in the Education Amendment of 1978 (Public Law 95-561) requires that a State Plan be published at least 60 days prior to the date that it is submitted to the United States Office of Education, and that within that 60 day period a formal 30 day comment period be established.

In order for this office to assure that the new requirement has been met, this office is requesting that a "draft" copy of the 1981 State Plan be on file in the local board of education office and made available to the public for inspection and comment between February 4, 1980 and March 4, 1980. All comments received should be submitted to this office by March 21, 1980. The final State Plan that is submitted to the Office of Education may reflect changes resulting from the public comment period.

The attached general announcement to this effect will be published in various newspapers in the State through the Office of Public Information of this Department.

We are aware of the additional planning burden that this requirement places on your office. However, we must comply with the new publication and comment provisions of the law.

Thank you for your cooperation in this matter. If you should have any additional questions, please do not hesitate to contact us at your convenience.

REF:ccw

Attachments

cc:

Mr. Ronn E. Friend
Miss Mary E. Wilmer

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. Box 8717
Baltimore-Washington International Airport
Baltimore, Maryland 21240

MSDE 80-2

G.A. Crenson
796-8300, ext. 212

FOR IMMEDIATE RELEASE

The Maryland Department of Education has invited interested persons to review the 1981 state plan for migrant education at offices of local school boards that operate migrant education programs.

The state plan covers migrant education programs in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Washington, Wicomico, and Worcester counties and Baltimore City. The plan may be reviewed at these school board offices between February 4 and March 4.

Comments and recommendations may be submitted to the local board offices or to Dr. Percy V. Williams, assistant state superintendent for Compensatory, Urban, and Supplementary Programs, Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240. Comments received by March 21 will be considered in preparing the final plan for submission to the U.S. Office of Education.

The migrant education programs are operated under Title I of the Elementary and Secondary Education Act and serve more than 1,200 children of migratory farm workers and fishermen.

January 21, 1980

7

13.03 GENERAL INSTRUCTIONAL PROGRAMS

13.03.04 INSTRUCTIONAL PROGRAMS INVOLVING FEDERAL FUNDS

.08 MIGRANT EDUCATION

A. State Plan to Meet the Special Educational Needs of Migratory Children.

1. The rules and regulations for carrying out the provisions of the federal laws relating to educational programs for children of migratory agricultural workers and fishers shall be those set forth in the Maryland State Plan for Migrant Education.
2. The plan defines the legal authority of the Maryland State Department of Education to accept and administer federal funds to develop and implement special educational programs for migratory children between the ages of 5 and 17, pursuant to Title I of the Elementary and Secondary Education Act P. L. 89-10 as amended by P.L. 89-750, P.L. 90-247, P.L. 93-380, and P.L. 95-561. It sets forth the basic administrative policies, the legal requirements for migrant education, and the criteria that the SEA specifies in determining the approval of a subgrant to a local educational agency or a private non-profit organization. The

following areas are covered:

Identification and Recruitment, program development, fund allocation, fiscal management, utilization of the Migrant Student Record Transfer System (MSRTS), interagency coordination, parent involvement, interstate coordination, information dissemination, monitoring, evaluation, and reporting. Title I migrant programs concentrate on identifying and meeting the specific needs of migrant children through remedial instruction; health, nutrition, and psychological services; cultural development; and prevocational training and counseling. Special attention in instructional programs is given to development of the language arts, including speaking, reading and writing in both English and Spanish. Also, special attention is given to math, social studies, and oral English as a second language.

ABSTRACT

1981 MARYLAND MIGRANT EDUCATION STATE PLAN

Annual Plan

The Annual Plan is developed as a planning document and application for submittal to the federal government to assure justified use of funds under Public Law 95-561, The Education Amendments of 1978.

The plan has been developed utilizing information from local educational agencies, parents, Migrant Student Record Transfer System (MSRTS), local and state agencies that provide services to the migrant community and other persons knowledgeable of the needs of the migrant community.

The Annual Plan describes:

1. the inservice training planned in terms of needs and objectives, persons to receive the training and the staff and facilities to be used for training;
2. the program for involving parents and appropriate representatives of migratory children in the planning, operation, and evaluation of the program and of projects;
3. the State and locally-funded facilities to which migratory children will have access and the provisions that have been made to insure their participation, in such facilities during the time when programs are being provided for non-migratory children; and
4. the organizations, cooperators, and consultants who will work on the project and the nature of their effort or contribution.

The Principal and Subordinate Objectives for the 1980 Program are:

1. To coordinate and supervise in the State of Maryland a state plan for migrant education which will reflect the national program goals and assure educational continuity through coordination of programs and projects among the states. (116d.12) (11.6d.30(2))
2. To plan, develop, and implement instructional and curricular programs that will encourage migrant children's retention in school and contribute to success in later life. (116d.31(a); (116d.33) (116d.34))

- 2.1 To provide preschool aged migrant children with learning experiences that will help to ensure maximum success and achievement in school and later life. (116d.31(a); (116d.39(e))
- 2.2 To provide to migrant children learning experiences necessary to improve their communication skills in reading, writing, oral language, and listening. (116d.31(3))
- 2.3 To provide learning experiences in academic areas, i.e. mathematics, social studies and science, in which migrant children are not achieving at levels concomitant with their potential. (116d.31(4))
- 2.4 To provide non-English speaking and limited English speaking migrant children a supplemental program of English language instruction. (116d.31(3))
- 2.5 To provide opportunities for migrant children to identify aptitudes, explore interests, and demonstrate ability relating to the world of work. (116d.31(4))
- 2.6 To provide occupational skills training to teenage migrant children that will emphasize salable skills in today's job market. (116d.31(4))
3. To implement in the Maryland Migrant Education program the Skills Information System in early childhood, reading, mathematics and oral language development so as to add continuity to the education of migrant children. (116d.31(7))
4. To plan, develop and implement a program of supportive services that will provide for the physical and mental well being of migrant children attending school in Maryland. (116d.38)(116d.39(e)) (116d.59)
 - 4.1 To provide all migrant children a sound nutritional program. (116d.38)
 - 4.2 To provide for a comprehensive medical and dental program that will minimize and improve health conditions of migrant children. (116d.38)
 - 4.3 To provide special educational services to handicapped children in the migrant population. (116d.38)
5. To provide a regional migrant education service center to coordinate and monitor the outreach services of the migrant program in Maryland. (116d.39(e), (116d.31), (116d.12), (116d.37), (116d.35))
 - 5.1 To have all school age migrant children and youth enrolled in a regular and/or summer school program for the period of their residency in Maryland between October 1, 1979 and September 30, 1980. (116d.12), (116d.37), (116d.35)
 - 5.2 To coordinate the activities of the recruitment program across the State. (116d.12), (116d.37), (116d.35)
 - 5.3 To comply and participate fully with the Migrant Student Record Transfer System (MSRTS). (116d.31(7))
 - 5.4 To provide advocacy service to the migrant community to insure that migrant children receive all services available from local, state, and federal resources. (116d.38), (116d.39(e))

6. To promote in the State of Maryland a parent awareness program that will involve migrant parents in the education of their children. (116d.31(6))
7. To provide staff development and inservice training activities to all personnel that work with migrant children to ensure that they develop and maintain the knowledge and skills required to accomplish their assignments in a quality manner. (116d.31(4))
8. To develop dissemination and diffusion activities to promote community awareness of Maryland's Migrant Education Program. (116d.31(9))
9. To implement Phase II of the "Maryland Title I Migrant Monitoring Enforcement Plan: 1980 - 1982" by monitoring each local project in order to provide administrative support, fiscal management, program planning, evaluations, and training services. (116d.61)
10. To develop and implement a State Plan for Fiscal Year 1981 which will expand the Fiscal Year 1980 State Plan to include a comprehensive needs assessment, program implementation, evaluation, and other information as requested by the Federal guidelines and the U. S. Office of Education, and as determined through project monitoring and evaluation.

ELEMENTARY AND SECONDARY EDUCATION ACT
AS AMENDED TO INCLUDE MIGRANT CHILDREN

PURPOSE:

Title I of the Elementary and Secondary Education Act was amended in November, 1966, to include the children of migratory agricultural workers. In August, 1974, the Act was further amended to include the children of migratory fishermen. Funds are provided to develop and implement special educational programs for these children.

KINDS OF
PROGRAMS:

Title I migrant programs concentrate on identifying and meeting the specific needs of migrant children through remedial instruction; health, nutrition and psychological services; cultural development; and prevocational training and counseling. Special attention in instructional programs is given to development of the language arts, including speaking, reading and writing in both English and Spanish. Also, special attention is given to math, social studies and oral English as a second language.

SCOPE:

In fiscal year 1980, \$935,001.00 in Title I funds will enable the Maryland State Department of Education to operate migrant education programs in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Washington, Wicomico, and Worcester Counties and Baltimore City. Approximately 1300 children will participate. The number of children participating has grown from 500 in 1970 to the current 1300. Fifty-one percent of the children served are Mexican-American, mostly from Texas and Florida. However, the migrant population in Maryland cuts across many ethnic groups, including Blacks, Puerto Ricans, Whites, Koreans, and Indians.

Regular school term projects are operated for the benefit of interstate and settled-out migrant children and youth, and the small number of interstate migrant children who are home based in Maryland. These programs are supplementary in nature and are designed to strengthen instructional programs offered through state and local resources. The Migrant Program is essentially tutorial in nature with migrant children being integrated into the regular classroom but pulled out for special tutoring to reinforce instruction in language arts and mathematics. Teachers and aides are employed by their local projects to provide instructional help in the academic areas; such instruction may include individualized or small group activities.

Summer term migrant education programs are focused more directly on the needs of interstate migrants who arrive to Maryland during the peak influx between June and August. These programs provide a full range of instructional and support services and are conducted at school sites centrally located to the migrant population.

PROJECT
APPROVAL:

Each State Department of Education submits its plan and cost estimate for migrant education programs of the U. S. Office of Education for approval. The state is then awarded a grant to support the administration and operation of the program. The amount allocated to each state is based on a formula which determines funding by the number of migrant children being served, as reported by the states to the Migrant Student Record Transfer System (MSRTS), headquartered in Little Rock, Arkansas.

PARTICIPATION: A child is considered eligible to participate if he/she has moved from one school district to another or has moved from one state to another within the past 12 months in order to enable the child, the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

SPECIAL EMPHASIS: A computerized MSRTS was developed in 1971. This system makes it possible to transmit academic and health data of a migrant child to any participating school district within 24 hours.

LEGISLATION: Elementary and Secondary Education Act of 1965, P.L. 89-10; 1966 Amendments to ESEA, P.L. 89-750; 1967 Amendments to ESEA, P.L. 90-247; 1974 Amendments to ESEA, P.L. 93-380; 1978 Amendments to ESEA, P.L. 95-561.

PART IV PROGRAM NARRATIVE OBJECTIVES AND NEED FOR ASSISTANCE

Based on data from the Maryland Migrant Education Service Center in Salisbury, Maryland and from the program summaries submitted by the local educational agencies, approximately 1,300 children of seasonal agricultural workers and fishers will be identified as living in the state. Out of this number, current projections indicate that 1,109 migratory children will be served in six regular school and eight summer projects.

Charts I and II below show the estimated number of eligible migratory children expected to reside in the state during the program period and the number of these children to be served in the state program, respectively. Chart III on page 2 depicts the estimated number of children who will be served in the nine local projects according to (a) eligibility status, (b) grade level, and (c) ethnic background.

CHART I
Migratory children and youth to be identified as living in the State of Maryland between October 1, 1960 and September 30, 1961.

	Interstate Agriculture Status 1	Int. Agriculture Status 2	Formerly Agriculture Status 3	Interstate Fishes Status 4	Interstate Fishes Status 5	Formerly Fishes Status 6
Elementary	393	55	102		2	6
Secondary	257	12	65		5	4
Migrant (18-21 years old)	188	7	12			
5 year olds (kindergarten)	50	5	10		1	
6 year olds	65	7	30		1	
Preschool N.Y.	175	14	22			
TOTAL	998	78	206		9	10



CHART II
Migratory children and youth to be served in the Maryland Migrant Education Program between October 1, 1960 and September 30, 1961.

	Interstate Agriculture Status 1	Interstate Agriculture Status 2	Formerly Agriculture Status 3	Interstate Fishes Status 4	Interstate Fishes Status 5	Formerly Fishes Status 6
Elementary	281	30	102		2	4
Secondary	186	10	42		4	4
Migrant (18-21 years)	110	4	6			
5 year olds (kindergarten)	50	5	10		1	
6 year olds	59	7	6		1	
Preschool N.Y.	155	4	14			
TOTAL	853	64	180		8	8



CHART III

Estimated number of children who will be served in the Maryland Migrant Education Program by (1) eligibility status, (2) grade level, and (c) ethnic background.

COUNTY	STATUS						GRADE LEVEL					ETHNIC GROUP						Total Served
	1	2	3	4	5	6	(a) Tot	Pre K	K	Elem	Sec	Puerto Rican	Mexican Amer.	Black	Ori	White	Other (b) (c)	
Caroline	238	25	17	-	-	-	30	21	12	97	120	2	165	75	-	8	30	280
Dorchester	136	4	29	-	7	4	27	14	8	69	60	-	17	125	-	18	17	178
Kent	-	-	-	-	-	-	-	-	-	3	-	3	-	-	-	-	-	3
Queen Anne's	53	-	2	-	3	4	8	2	2	31	19	-	51	8	-	3	-	62
Somerset	278	4	-	-	-	-	50	30	21	96	85	4	180	98	-	-	-	282
Washington	87	-	28	-	-	-	20	25	9	34	28	16	12	50	-	37	-	115
Wicomico	29	26	19	-	-	-	-	15	5	27	27	-	8	63	2	1	-	74
Worcester	24	-	9	-	-	-	-	6	8	17	2	-	15	6	10	2	-	33
Baltimore City	8	1	73	-	-	-	-	-	9	48	25	13	-	53	-	11	5	82
TOTAL	853	60	180	-	8	8	135	113	73	422	366	38	448	478	12	80	52	1,109

(a) - Infants and Toddlers

(b) - French Speaking Haitians, Jamaicans

(c) - French Speaking Haitians

(d) - Indians

The Maryland Migrant Education Program will make every possible attempt to provide services to all children who are identified. However, MSRTS data and school enrollment trends for the 1978 and 1979 project periods suggest that approximately 10% of all eligible children will not receive services for the following reasons:

- a. All migratory children are identified upon entry into the state. During the regular school program all school age children who reside in the state are enrolled in the public schools. During the summer program, it has been estimated that 2% of the parents prefer to keep their children at home;
- b. The total number of identified children range between the ages 0-21. Only four local projects serve children under 4 and/or over 17; and
- c. Although all migratory children are identified as they enter the state, a small number remain in the state for a week or or less and are not enrolled in regular and summer school activities.

MIGRANCY IN MARYLAND

Each year more than 5,000 farm workers migrate to various regions in Maryland to help plant, cultivate and harvest a variety of crops in more than half of the State's 23 counties. During a season that stretches from mid-April to November, they are recruited to work in asparagus, lettuce, cucumber, bean, melon, and tomato fields in the Eastern Shore region of the State; in tobacco fields and warehouses in Prince George's County; and on farms producing apples, peaches, and plums in Western Maryland. Moreover, a small number of fishermen follow fishing activities and industries in the Chesapeake Bay area of the State. The children of these families are enrolled in regular public and special "short-term" summer projects.

The migrant children in Maryland have all of the special needs identified in national literature and in the reports on migrant programs throughout the United States as compiled by the U. S. Department of Health, Education, and Welfare. Because they have to move with their families following the seasonal crops and waterways, these children must adjust to frequent changes in location, teachers, classmates and curriculum. Just as their life is itinerant so is their education. As a consequence, they often lag behind in school work, especially in the areas of reading, language, and mathematics. In addition, the needs of migrant children are very basic. Most suffer from the effects of inadequate food, clothing and housing; many also

have health disorders. These realities, combined with geographic and ethnic barriers, have major and lasting effect on the well being of migrant children, often preventing them from reaching their full human potential throughout childhood.

The migrant population in Maryland includes several different cultural backgrounds. The majority are Mexican American, while between 40 and 45 percent are Black. Small numbers of Whites, Puerto Ricans, Jamaicans, Mexicans, and Koreans are represented. Most migrant families arriving to Maryland follow the eastern stream and have their home base in Florida or Texas. The children of these families require extensive language and reading instruction if they are to succeed in obtaining an education. Migrant children from Spanish-speaking backgrounds remain culturally and linguistically different, and, often, the regular classroom poses a threat.

The yearly migration and the variety of racial and cultural backgrounds make the migrant population unique. The migrant lifestyle limits educational opportunities for growth and progress. If a migrant child is to have the opportunity to choose an alternative way of life, special provisions will have to be made for his or her educational needs. There is a need for educational alternatives that accommodate the migrant lifestyle, the poverty, social and psychological ostracism, language barriers, instructional needs, and so on. The educational experience for the migrant child should be designed to help relieve the problems of self-identification and self-confidence resulting from a transient lifestyle. The migrant child must be made

aware of the importance of education, helped to take advantage of general and vocational guidance for developing realistic goals, and have access to health and welfare services so that his or her educational needs can be fulfilled.

The evaluation reports on ESEA Title I Programs for Migratory Children submitted annually by the local educational agencies attest to the need for supplementary assistance to help school systems provide educational programs that will enable migrant children to improve their self-concept, develop their academic, social and creative skills, develop their language ability and vocabulary, expand their cultural awareness and experiences, and establish sound health and nutritional habits. A review of the annual evaluation reports coupled with a review of the local needs assessments have identified certain issues which must be addressed during FY 1981 in order to provide the kind of migrant education programming which is needed. Four areas of concerns are:

1. Skills Information System: The Skills Information System, initiated by the National Association of the State Directors of Migrant Education and developed in cooperation with the Migrant Branch, U. S. Office of Education, is a communication system to provide accurate skills information in reading, mathematics, early childhood and oral language on each migrant student to the 70,000 teachers of migrant children throughout the Nation. Such information, by eliminating repetitious testing and teaching programs, will aid continuity to the education of these children. The implementation of this system represents one of the most exciting and innovative demonstrations of interstate planning and coordination in which migrant educators have been involved.

By July 1, 1981, all teachers and aides who work with migratory children in regular and summer classrooms will have been trained in the use of the skills lists in reading, mathematics and early childhood. Although the initial timeline for implementing the Skills in Maryland will have been realigned by October 1980, there will continue a need in Maryland to train teachers, coordinators, principals and record clerks in the structure and organization of the skills lists. One system, Dorchester County, will pilot the skills list in oral language during the 1981 summer program.

2. Regular School Programs: Over the years there has been an increase in both the number of migrant families who remain in the state long after the close of the agricultural season or who arrive to the state as early as March or April. There has also been an increase in the number of families who remain in the state and settle-out into non-migrant employment activities.

It is anticipated that approximately 500 migrant students will be served in 14 LEAs during the 1980-81 school year. Because these students will be scattered throughout at least 60 separate schools a major consideration will be given to sensitizing regular classroom teachers to the cultures of migrancy. There is also a need for greater coordination between ESEA Title I, Title VII, Adult Basic Education, and other specially funded programs which cut across to the migrant school population.

3. Pre-School Programs: The migrant program is funded to serve children ages 5-17. With the help of additional funds from other agencies such as East Coast Migrant Head Start and Migrant and Seasonal Farmworkers Association, the Migrant Branch is able to coordinate and administer extended preschool programs for children under 5 in most of the projects. During FY 81, approximately 400 children will be served in Dorchester, Caroline, Queen Anne's, Washington, and Somerset Counties.

4. Occupational Skills Education: There is a need to expand and upgrade program offerings for secondary school age youth to include opportunities for them to learn a salable skill so that they can ultimately leave the migrant stream. Evening programs for teenage migrant youth in auto mechanics, carpentry, masonry, electricity, sewing, typing, welding, foods, and driver training are offered at four LEAs. Continued efforts must be made to make these services an integral part of each migrant project. A Task Force will be named by the State Coordinator to develop a curriculum for evening programming that will be uniform across the state.

This proposal requests the necessary financial assistance to provide for the special needs of the migrant children expected to arrive and reside in Maryland during the period of October 1, 1980 through September 30, 1981. In order to provide this supplemental assistance to the local educational agencies in Maryland, there is a need for a State Program Coordinator and a State Program Specialist staff. The Coordinator and his staff will make decisions, set priorities, implement a program for the education of migrant children, coordinate training activities for teachers, encourage interagency cooperation, and provide programs of nutrition for children of migratory agriculture workers and fishermen. The staff will also monitor, supervise and evaluate migrant programs implemented by the local educational agencies in Maryland.

The program is designed to provide all the necessary compensatory and supplemental educational services required and as provided for under Title I, Public Law 93-380, as amended by Public Law 95-561.

THE PRINCIPAL AND SUBORDINATE OBJECTIVES FOR THE 1981 PROGRAM

The Migrant Branch, Division of Compensatory, Urban, and Supplementary Programs, Maryland State Department of Education, on the basis of the need for assistance documented and in accord with the national goals as adopted in May 1979 by the National Association of State Directors of Migrant Education, has determined the following as program objectives for Fiscal Year 1981. Each objective addresses a specific regulation requirement and will be implemented through a statewide program of activities as defined in Section IV-3, pages 13-53

1. To coordinate and supervise in the State of Maryland a state plan for migrant education which will reflect the national program goals and assure educational continuity through coordination of programs and projects among the states (116d.12)(116d.30(2);
2. To plan, develop, and implement instructional and curricular programs that will encourage migrant children's retention in school and contribute to success in later life (116d.31(a) (116d.33) (116d.34):
 - 2.1 To provide preschool aged migrant children with learning experiences that will help to ensure maximum success and achievement in school and later life (116d.31(a) (116d.39(e);
 - 2.2 To provide to migrant children learning experiences necessary to improve their communication skills in reading, writing, oral language, and listening (116d.31(3);
 - 2.3 To provide learning experiences in academic areas, i.e. mathematics, social studies and science, in which migrant children are not achieving at levels concomitant with their potential (116d.31(4);
 - 2.4 To provide non-English speaking and limited English speaking migrant children a supplemental program of English language instruction (116d.31(8);
 - 2.5 To provide opportunities for migrant children to identify aptitudes, explore interests, and demonstrate ability relating to the world of work (116d.31(4);
 - 2.6 To provide occupational skills training to teenage migrant children that will emphasize salable skills in today's job market (116d.31(4);
3. To implement in the Maryland Migrant Education program the Skills Information System in early childhood, reading, mathematics and oral language development so as to add continuity to the education of migrant children (116d.31(7);

4. To plan, develop and implement a program of supportive services that will provide for the physical and mental well being of migrant children attending school in Maryland (116d.38)(116d.39(e))(116d.59);
 - 4.1 To provide all migrant children a sound nutritional program (116d.38);
 - 4.2 To provide for a comprehensive medical and dental program that will minimize and improve health conditions of migrant children (116d.38);
 - 4.3 To provide special educational services to handicapped children in the migrant population (116d.38);
5. To provide a regional migrant education service center to coordinate and monitor the outreach services of the migrant program in Maryland (116d.39(e))(116d.31)(116d.12)(116d.37)(116d.35);
 - 5.1 To have all school age migrant children and youth enrolled in a regular and/or summer school program for the period of their residency in Maryland between October 1, 1980 and September 30, 1981 (116d.12)(116d.37)(116d.35);
 - 5.2 To coordinate the activities of the recruitment program across the State (116d.12)(116d.37)(116d.35);
 - 5.3 To comply and participate fully with the Migrant Student Record Transfer System (MSRTS) (116d.31(7));
 - 5.4 To provide advocacy service to the migrant community to insure that migrant children receive all services available from local, state, and federal resources (116d.38)(116d.39(e));
6. To promote in the State of Maryland a parent awareness program that will involve migrant parents in the education of their children (116d.31(6));
7. To provide staff development and inservice training activities to all personnel that work with migrant children to ensure that they develop and maintain the knowledge and skills required to accomplish their assignments in a quality manner (116d.31(4));

8. To develop dissemination and diffusion activities to promote community awareness of Maryland's Migrant Education Program (116d.31(9);
9. To implement Phase II of the "Maryland Title I Migrant Monitoring and Enforcement Plan: 1980-1982" by monitoring each local project in order to provide administrative support, fiscal management, program planning, evaluations, and training services (116d.61); and
10. To develop and implement a State Plan for Fiscal Year 1982 which will expand the Fiscal Year 1981 State Plan to include a comprehensive needs assessment, program implementation, evaluation, and other information as requested by the Federal guidelines and the U. S. Office of Education, and as determined through project monitoring and evaluation.

INSERVICE TRAINING

The Migrant Branch, Maryland State Department of Education, will provide inservice training activities to prepare personnel and upgrade projects at the local level. Reacting to the changing demographic characteristics which began to occur in 1973, priority for inservice activities since then has been to sensitize teachers and aides to the diversity of migrant cultures and values, with emphasis on the Spanish speaking migrant child. Although this facet of the program will continue to receive emphasis, greater emphasis will be placed on curriculum design and approaches to basic skill development, especially in the areas of oral language development, reading, and mathematics.

Inservice training will also be provided to local coordinators, school administrators, health personnel, identification and recruitment personnel, parent advisory councils, and others as required. Staff development activities will be coordinated at the State and local levels

to meet specific needs of project school migrant personnel and the objectives of the Maryland Migrant Education Program.

An assessment of training needs identified at the local level include:

- a. Skills Information System
- b. English as a Second Language
- c. Occupational Skills Training
- d. Parent Involvement
- e. Effective Use of MSRTS
- f. Human Relations

The Maryland State Department of Education in cooperation with the Department of Public Instruction for the State of Delaware will host a Delmar Migrant Education Institute at Salisbury State College, Salisbury, Maryland in June 1981. This interstate training activity will address programmatic and instructional goals that are common to both states. Specific activities for staff development are defined in item 7.1.1, page 47.

RESULTS OR BENEFITS EXPECTED

The Migrant Branch will assist local educational agencies in planning and implementing six regular school projects and eight summer projects in Fiscal Year 1981. The basic objectives of these projects are determined at the State level. Each local educational agency determines its goals and objectives according to its own needs assessment.

In all summer and regular school projects, it is expected that:

- a. At least 70 percent of the participating migrant students will show one month's growth for each month of instruction in reading and mathematics;

- b. Children, in accordance with their maturation level, will demonstrate an understanding of functional reading by identifying labels, survival words, traffic signs, and by completing job applications;
- c. Secondary students will become acquainted with career opportunities and vocational skills required for careers according to individual potential and interest and as measured by a standard aptitude/interest test;
- d. All children and youth's general health will improve as measured by health screenings, health record data and through the provision of clothing, of a nutritious diet which will include a hot breakfast and lunch, and medical and dental services to ensure good health and good academic functioning; and
- e. Parents will demonstrate an increased recognition of the values of education and will be encouraged to become more involved in issues related to migrant education.

Other expected results include:

- a. Improvement in the coordination and supervision of the Maryland Migrant Education Program;
- b. Improvement in the lines of communication between the migrant child's home and school; and
- c. Improvement in the continuity and the delivery of educational services to the migrant community through interstate cooperation.

This supplemental assistance will prevent migrant students from falling behind their more stable counterparts academically; will enable them to participate in group activities; will help them develop a sound understanding of good health practices; and will prevent them from suffering nutritionally and physically by providing proper nutrition and needed health services.

APPROACH

A. The objectives given in Section IV-1 will be implemented through the following activities:

1.1.1 PROGRAM COORDINATION AND ADMINISTRATION

The Maryland Migrant Education Program staff will consist of a state program coordinator and three staff specialists. This staff, together with staff of the local educational agencies, will plan, develop and implement a statewide plan to meet the special educational needs of children of migratory agriculture workers and fishers.

Between October 1, 1980 and September 30, 1981, approximately 1,109 of the 1,300 eligible migrant children and youth living in the State will be served through six regular school projects, eight summer school projects, and an urban tutorial program in Baltimore City.

The needs of migrant children, as described in Sections IV-1 and IV-2 above, will be met with services provided by the local educational agencies as written in their projects. Local project objectives provide a base for project activities which fulfill state objectives and national goals. Goals for the state migrant education program are based on national goals to establish or improve supplemental programs of instruction and supportive services for the children of migratory workers in agriculture and fishing. To guide the local educational agencies in project development, the Migrant Branch of the Division of Compensatory, Urban, and Supplementary Programs, Maryland State Department of Education, has defined the following instructional and supportive service objectives:

- ... Migrant children will have available to them preschool and kindergarten programs designed to meet their developmental needs and prepare them for future success;
- ... Migrant children will have available to them instruction, experiences and opportunities to improve oral and written communication skills necessary for varying situations;
- ... Migrant children and youth will have available to them specifically designed curricular programs in all academic disciplines (with emphasis on reading, mathematics, and oral language) based upon their assessed needs;
- ... Migrant children and youth will be provided specially designed activities to enhance their social growth, positive self-concept, and group interaction skills;
- ... Migrant children and youth will be provided with success-oriented academic programs, career options and counseling activities, and vocational skills training that encourage their retention in school and contribute to future academic and skills training;
- ... Migrant children will be provided enrichment activities such as field trips, camping excursions, outdoor education, library services and theatre productions designed to broaden their knowledge of the World and environment;
- ... Migrant children and youth will be provided a variety of recreational activities, including daily swimming instruction, to help them to become involved in creative and healthful lifetime activities;
- ... Migrant children and youth will be provided supportive services that foster physical and mental well-being, when necessary for their successful participation in the basic instructional program, including vision, dental, nutritional, and psychological services;
- ... Migrant children and youth will be provided with programs developed through interagency coordination at the federal, state, and local levels;
- ... Each local program will develop:

- a. a component of intrastate and interstate communication for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the total educational program for migrant children and youth;
- b. a system of communications involving the school, the community and its agencies, and the migrant community to assure coordination of all available resources for the benefit of migrant children and youth; and
- c. a component for migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of migrant children's academic and social skills.

Broad goals for a migrant education program provide a starting point for planning and implementing effective instruction. To provide migrant children and youth with needed instructional and supportive services, the Migrant Branch of the Maryland State Department of Education will coordinate and supervise a statewide plan through the following activities:

- a. To plan, develop, and implement a state plan for the education of migrant children in Maryland which will include a needs assessment, goals and objectives, monitoring, evaluation, statistical data and other information as required by federal guidelines;
- b. To assist local educational agencies that have eligible children enrolled, to develop and implement a supplemental program designed to meet their educational and supportive needs;
- c. To assist local educational agencies in project application development and to review all project applications submitted to the state office to ascertain that the following criteria used for approval have been included:
 1. An assessment of the special educational needs of the migratory children to be served;

2. An explanation of the relationship between the project and the State Annual Program Plan;
3. A detailed budget that insures overall efficiency of project design, keeping in mind costs vs. benefits;
4. The estimated number of migratory children living in the area to be served by the project, and the estimated number of these children who will be served by (a) eligibility status, (b) grade level, and (c) ethnic background;
5. A description of the project to be carried out with respect to:
 - (a) design of instructional programs and provision of services from the local agency;
 - (b) design of a program of supportive services and provision of services from the local agency;
 - (c) a description of the facilities and materials to be used with migrant children and youth;
 - (d) an estimated cost for each service to be provided;
6. The types and numbers of staff to be employed;
7. A description of inservice training to be provided to staff, including the type of training, frequency, and the number and type of staff who will participate;
8. A description of how the local project will involve parents in the education of their children through (a) an advisory council, (b) school activities, and (c) inservice training;
9. A description of the local project's plan concerning coordination with other agencies;
10. A description of the procedures and instruments by which to evaluate the effectiveness of each objective;
11. A description of the local project's plan to participate fully in the Migrant Student Record Transfer System;
12. A description of the local project's plan to disseminate pertinent program information to the general public, migrant parents and project staff;

13. A description of how the local project will assure that no eligible migratory child will be prevented from benefiting fully from the project's services because he or she does not speak English or has limited English-language skills;
14. Compliance with:
 - (a) all laws, rules and regulations, state, federal and local;
 - (b) all applicable rules and regulations of the State Agency;
 - (c) the application format;
- d. To participate in activities to further the cooperation among states and to provide continuity to the education of migratory children, including:
 1. Full participation in the Migrant Student Record Transfer System;
 2. Coordination and implementation of the Skills Information System for use with migratory children;
 3. Participation in the Eastern Stream Coordinating Council for Migrant Education;
 4. Attendance at national, regional, and other conferences, seminars, workshops, etc., on migrant education;
- e. To establish standard fiscal management procedures for program operations to include:
 1. keeping accounts of all fiscal spendings for local projects with quarterly and final (project termination) financial status reports;
 2. prepare for submission to the Migrant Branch, U. S. Office of Education an Interim Fiscal Report;
- f. To prepare and submit to the Migrant Branch, U. S. Office of Education an Annual Evaluation Report;
- g. To monitor, supervise and evaluate programs implemented by local educational agencies.

In addition to the above listed activities that insure sound program coordination and supervision, the Coordinator and the program specialists staff will make decisions, set priorities, coordinate training activities for teachers, encourage interagency cooperation, and provide administrative support for all migrant education activities.

PROGRAM COORDINATION AND ADMINISTRATION

Estimated number of children to be served	1,109
<u>ESEA Title I Migrant Funds:</u> <u>Headquarters:</u> Professional Personnel Classified Staff Fringe Benefits Operating Costs Out-of-State Travel In-State Travel Lodging and Meals Supplies Registration fees	\$252,271.04
<u>ESEA Title I Administrative Funds:</u> <u>Headquarters:</u> percentage of administrative functions of professional personnel and classified staff; fringe benefits; supplies; operating costs.	\$73,133.41
LEA Allocations	\$682,749.96

NOTE

The administration of this program may involve the cooperation and assistance of local educational agencies or private non-profit organizations. Under those conditions, funds will be provided by subgrants, unless specifically prohibited by statute, but the issuance of subgrants will not transfer program responsibility from the State Department of Education to the recipient. All funding to private-for-profit organizations will be by contract.

2.1.1 EARLY CHILDHOOD EDUCATION

The Migrant Early Childhood Learning Program is designed to prepare children from birth through age five academically, emotional, and socially for success in school and later life. Programming for Migrant Early Childhood Education in Maryland is built on the premises:

1. that all young children share common developmental needs that should be met in a carefully planned environment, designed to facilitate the unfolding and growth of human potential;
2. that children of migratory families share the risk of developing in non-optimal environments to facilitate some aspects of human potential, primary of which are academically related skills in mental processing and oral language;
3. that a curriculum design for young children of migratory families should reflect their interpersonal, physical, and emotional needs;
4. that a curriculum design for young migrant children should emerge as a cognitive-oriented and language-based approach.

In order to give guidance to programs that service infants, toddlers and pre-primary children, the Migrant Education Program in Maryland, in cooperation with East Coast Migrant Head Start and the Migrant and Seasonal Farmworkers Association, will develop a coordinated statewide plan. This plan will provide for joint funding and program coordination in preschool centers located in Caroline, Dorchester, Somerset and Washington Counties. The major financial burden will be assumed by East Coast Migrant Head Start. The Migrant and Seasonal Farmworkers Association will provide child care services by purchasing slots in centers not being funded by East Coast Migrant

Head Start. ESEA Title I migrant funds will be used to provide kindergarten programs during the summer for those migrant children who will be eligible to enter kindergarten the following fall.

The federal regulations that govern the education of migratory children stipulates that a state shall demonstrate in its application that "provisions will be made for the preschool educational needs of migratory agricultural workers and fishers if (considering the amount of funds available) such provision will not detract from the operation of programs and projects for such children of school age." Therefore, after having met the program's primary objective, the Maryland Migrant Education Program will allocate funds to local projects that have a component dealing with activities for migrant preschool children. In those projects not being sponsored by East Coast Migrant Head Start and the Migrant and Seasonal Farmworkers Association, ESEA Title I funds may be used to employ teachers, teachers' aides, instructional and diagnostic materials, and other instructional needs that may arise at this level. All early childhood migrant centers will use the Skills Information System reporting list to ensure cooperation between states and to provide continuity of reporting on developmental skills for migrant children from birth through five years of age.

The activities of the Migrant Early Childhood Program in Maryland are:

a. Language Development and Basic Skills

1. To develop a sequential curriculum having learning experiences designed to enhance language development skills, reading skills, and mathematic skills appropriate to each child's age and developmental level.

2. To provide learning experiences which strengthen the bicultural and the bilingual needs of each migrant child.
3. To provide individualized instruction as determined through assessment procedures so that a child has large group, small group, and personal activities to enhance intellectual development.
4. To provide continuity of learning experiences between one educational level and another so that each migrant child can achieve success in school and later life.

b. Health and Nutrition

1. To provide for speech, hearing and language screening and the necessary follow-up services as identified so that each child can function adequately in the learning process.
2. To provide each migrant child with medical and dental examinations and the appropriate follow-up treatment as necessary.
3. To ensure that the necessary immunization procedures have been adhered to in order to prevent communicable diseases and health problems.
4. To provide food for the nutritional needs of migrant children so that they can perform at their optimal level.

c. Social and Emotional Development

1. To provide supportive social and emotional experiences to help each child develop a positive self-concept.
2. To provide a learning climate that will enhance the child's understanding of individual and group identities through an environment of acceptance and respect.

d. Motor Development

To provide perceptual-motor experiences in which the migrant child's sensory motor ability will improve in accordance with his or her developmental stages.

e. Parental Involvement

1. To encourage local educational systems to establish a plan to involve parents in the education process of their children.
2. To provide assistance to help parents gain an understanding of child rearing practices that influence the physical, emotional, and intellectual development of the child at home.
3. To provide opportunities for parents to develop the awareness of medical, social, and community services available to each family.

Special emphasis will be placed on preschool developmental programs for infants and toddlers. All centers with infant and toddler components will comply with standards established by their local departments of health. In addition to meeting the health standards, the centers will use a developmental guide developed in 1978 by the Migrant Early Childhood Advisory Council.

EARLY CHILDHOOD EDUCATION

Estimated number of migrant children to receive services	Infants and Toddlers	Preschool
	135	186
ESEA Title I Migrant Funds: LEA Allocations	\$20,000	\$30,000
*Other Funding Sources:		
.East Coast Migrant Head Start	\$35,000	-0-
.Migrant and Seasonal Farmworkers Association	\$25,000	-0-

*based on FY 1980 LEA Applications

2.2.1-2.3.1 BASIC SKILLS DEVELOPMENT EDUCATION

The Primary purpose of the Maryland Migrant Education Program is to fill in the educational gaps that exist in the migrants' life so that they can achieve the degree of competency needed to perform effectively in the mainstream of society. Emphasis will be placed on Basic Skills Development Education.

The Maryland State Board of Education, the State agency responsible for public elementary and secondary education, affirmed in January 1977 its educational philosophy in a paper entitled The Mission of Schooling. This policy statement outlined five areas of human activity in which students should develop at least minimum competencies which lead to effective and satisfying adulthood: basic skills, survival skills, world of work, world of leisure and citizenship. The basic skills development component will enable students to develop competencies in these areas. The following excerpt from The Mission of Schooling policy statement stresses the importance of basic skills.¹

"All people must be able to read, write, and calculate. We have reached a point where work experiences, the use of leisure time, responsible citizenship, and every meaningful family relationships require the use of written word. People cannot buy groceries, fill out tax forms, and understand installment contracts without the ability to calculate. Thus, the basic skills are before all else."

¹The Mission of Schooling, A Policy Statement of the Maryland State Board of Education, Maryland State Department of Education, December 1976.

BASIC SKILLS DEVELOPMENT EDUCATION

	Regular School ²	Summer School ³
Estimated number of children to be served	400	1,085
ESEA Title I Migrant Funds: LEA allocations to employ personnel, purchase instructional and diagnostic materials, and other instructional needs	\$85,000	\$340,000
Other cooperating sources ESEA Title I	Use of Title I aides and resource teachers in schools where migrant children are identified.	

²Regular school term projects are operated for the benefit of interstate and settled-out migrant children and youth, and the small number of interstate migrant children who are home based in Maryland. These programs are supplementary in nature and are designed to strengthen instructional programs offered through state and local resources. The Migrant Program is essentially tutorial in nature with migrant children being integrated into the regular classroom but pulled out for special tutoring to reinforce instruction in language arts and mathematics. Teachers and aides are employed by their local projects to provide instructional help in the academic areas; such instruction may include individualized or small group activities.

³Summer term migrant education programs are focused more directly on the needs of interstate migrants who arrive to Maryland during the peak influx between June and August. These programs provide a full range of instructional and support services and are conducted at school sites centrally located to the migrant population.

2.4.1 CULTURALLY RELEVANT EDUCATION

Realizing a need to capitalize on the cultural richness of the migrant community, further development of a multicultural curriculum is necessary for the provision of quality education for migrant children and youth. To make educational programs truly successful for the Mexican-American, Black, Korean, Appalachian White and Puerto Rican migrant communities coming to Maryland, the curriculum must be functionally related to their own life experiences and help them manage the environment in which they live. Pride in their own culture and knowledge of their heritage is a most important part of this.

The culturally relevant approach in migrant education focuses upon the cultural values, experiences, and background that migrant children and youth possess. Such an approach recognizes the whole of the migrant experience: the community, the culture, and the language. In Maryland, the culturally relevant education program will provide for experiences that develop or expand cultural and ethnic awareness for students, parents, and community through the following activities:

- a. To help the migrant students become bicultural through the teacher's acceptance of their culture and through enrichment activities and associations with children and adults of other cultures.
- b. To provide opportunities for the educational development of non-English speaking and limited English speaking migrant students by providing English language instruction.
- c. To enrich migrant students' understanding of their ethnic heritage by including their own history and culture as well as American history and culture in the learning activities.
- d. To provide bilingual personnel for non-English speaking or limited English speaking students.

Many of the migrant children who come to Maryland have as their native tongue a language other than English. They therefore lack the ability to receive academic instruction solely in English. ESEA Title I funds may be allocated to those projects where there exist a need to provide curriculum, instruction and staff to meet the language needs of non-English speaking migrant children. However, it is important to point out that the culturally relevant approach, although providing a curriculum that relates to the life experiences of the migrant community, does not require bilingual instruction for migrant children. Some feel that a bilingual language program is needed with equal emphasis and time on both English and the native language (Spanish, Vietnamese, French) with the hope that the children will learn English as well as retaining and improving their proficiency in their own language. On the other hand, others feel that English should have first priority with the native language used sparingly. Because children reside in Maryland for such a short period (six to eight weeks), to have as a goal the teaching of English and the native language seems to be overly ambitious. Most migrant parents are concerned with increasing their children's capacity to communicate in the English language. All projects will hire bilingual and bicultural staff members. It is recommended that the English language be used primarily in the instructional program and the student's native language used to clarify ideas or concepts.

CULTURALLY RELEVANT EDUCATION

	AGES 0-5	AGES 6-17	AGES 18-21
Estimated number of children to be served	321	668	120
Spanish surname	115	273	40
Mexican-American	5	10	5
Mexican	8	25	5
Puerto Rican	167	267	55
Black	7	27	3
French Speaking Black	1	4	0
Indian	3	9	0
Vietnamese and Korean	15	53	12
White			
ESEA Title I Migrant Funds: (bilingual teachers and aides, instructional materials)	\$10,000	\$25,000	\$5,000
Other Funding Sources:	Staff training activities		
East Coast Migrant Head Start			
Migrant and Seasonal Farmworkers Association		1 educational aide from migrant stream for each summer project	ESOL classes in Washington and Somerset Counties
Title VII		Tutorial Bilingual Instruction in Baltimore City	
Adult Basic Education			GED and ESOL classes in Caroline, Dorchester and Queen Anne's Counties

2.5.1-2.6.1 OCCUPATIONAL SKILLS TRAINING

The Maryland Migrant Education Program provides migrant students with individualized tutorial services in basic skills acquisition combined with vocational assessment and "hands-on" occupational skills training activities. Migrant children and youth will become aware of the many occupations and vocational options which lie beyond the vegetable fields and fruit orchards. During the Summer 1981 Program, evening instructional centers will be established in five counties: Caroline, Dorchester, Queen Anne's, Somerset, and Wicomico. These programs will provide skills training in wood craft, small engine repair and maintenance, auto mechanics, sewing, typing, food services, and household maintenance and repair. Each evening center will provide a basic skills resource room to include supplemental help to older youth in such areas as functional reading, mathematics and social studies. A supplemental program of English language instruction will be provided to non-English speaking and limited English-speaking migrant students.

The major activities of the Occupational Skills Training component are:

- a. To provide the migrant students with a greater understanding of their abilities and interests in relation to decision-making skills concerning the world of work.
- b. To help the migrant student identify barriers to employment for future academic and personal development planning.
- c. To provide migrant students with meaningful opportunities for acquiring a broad understanding of the world of work and for exploring various vocational options.
- d. To encourage migrant students to seek assistance through guidance and counseling in knowledge development in relation to attitudes towards work and inter-personal relationships.

- e. To develop individual employability development plans for migrant students, and provide a mechanism for transmitting these plans to the home base schools.
- f. To provide tutorial services in basic skills areas that relate to the students' vocational goals.
- g. To provide a functional English as a Second Language curriculum for application in the world of work.
- h. To aid migrant students in increasing employability skills by learning to be dependable, reliable, and adaptable.
- i. To give migrant students, when possible, meaningful on-the-job training and work experiences.

A review of the 1979 program evaluation reports submitted by the local migrant coordinators suggests a need for greater coordination between each of the five evening instructional centers in the state and articulation with the home-based communities in order to assess the needs of older youth. There is also a need to develop an occupational skills curricula which will be uniform across the state. In November, 1980, the state program coordinator will name a task force to develop guidelines in occupational skills training for older migratory youth. The task force will be made up of local school system teachers, specialists, migrant parents and students. The final document, to be presented at the Delmar Migrant Education Institute in June 1981, is intended to be an aid, in the development of goals and objectives in each of the five evening centers.

OCCUPATIONAL SKILLS TRAINING

	Caroline	Dorchester	Queen Anne's	Wicomico	Somerset
Estimated number of children to be served	150	75	10	35	100
ESEA Title I Migrant Funds: LEA allocations to employ personnel, purchase instructional supplies, equipment and diagnostic materials; support services; and transportation	\$45,000	0	\$9,000	\$10,500	\$30,000
Other funding sources: ..Migrant and Seasonal Farmworkers Association					ESOL Classes
..Adult Basic Education	GED and ESOL Classes	GED Classes	GED Classes	GED Classes	GED Classes
SEA Task Force to develop guidelines in occupational skills training:	\$200				

3.0.1 SKILLS INFORMATION SYSTEM

The Skills Information System, initiated by the National Association of the State Directors of Migrant Education and developed in cooperation with the Migrant Branch, U. S. Office of Education, is a communication system to provide accurate skills information in reading, mathematics, early childhood and oral language on each migrant student to the 70,000

teachers of migrant children throughout the Nation. Such information, by eliminating repetitious testing and teaching programs, will aid continuity to the education of these children. The implementation of this system represents one of the most exciting and innovative demonstrations of interstate planning and coordination in which migrant educators have been involved.

In April 1979 an Implementation Team was established by the State Migrant Branch. This team developed a two year plan to insure a gradual and comprehensive implementation of the tracking system in Maryland. A series of training workshops were conducted in 1979 and 1980 to acquaint coordinators and principals of migrant centers with the purposes and uses of the system, and train classroom teachers and aides in the utilization and reporting of the skills lists.

One system, Dorchester County, was selected to pilot the three initial skills--early childhood, reading, and math--during the 1979 Summer Program, and the oral language skills during the 1980 Summer Program. This provided the State with a model from which to study the effectiveness of the system, as well as a setting in which to train a cadre of teachers and record clerks who are localized in one system. Beginning with the 1979 Summer Program, skills in reading were implemented in eight systems across the State; skills in early childhood were infused in five such centers. During the 1981 Summer Program, skills in early childhood, reading, math, and oral language will be implemented in all systems that serve migrant children.

The Maryland Skills Information Implementation Team has defined the following primary activities for FY 1981 to insure the implementation of the tracking system in Maryland:

- a. To plan and conduct interpretation and training activities in the structure and organization of the skills lists for teachers, coordinators, principals and record clerks.
- b. To develop procedures for assuring the expeditious transmittal of the skills information to and from each migrant school in the State.
- c. To correlate instructional materials and skills lists used by other agencies, i.e. East Coast Migrant Head Start, to the Skills Information System.
- d. To survey staff development needs and requirements for non-migrant project staff who serve migrant children during the regular school year.

SKILLS INFORMATION SYSTEM

Estimated number of children to be served	Early Childhood	Reading	Math	Oral Language
	321	668	668	668
Estimated number of teachers, aides and record clerks who will have received SIS training by September 30, 1981	50	95	95	95
ESEA Title I Migrant Funds: used for training personnel, purchasing training materials, printing worksheet forms and hiring consultants	\$5,000			

4.1.1 NUTRITIONAL SERVICES

Migrant children often suffer from nutritional deficiencies. This may be due to the lack of money to buy the proper foods or because of the family's lack of understanding of good nutritional practices. For whatever reasons, the fact remains that many migrant children do not have the enthusiasm nor the vigor for classroom work due to the lack of proper nutrition.

In order to provide all migrant children a sound nutritional program, the Maryland Migrant Education Program will coordinate with each local project the following activities:

- a. To provide every migrant child the opportunity of a breakfast, a hot lunch, and a snack through the National School Lunch Program.
- b. To make funds available, when necessary, to project schools so that they may be able to supplement educational activities in nutrition for migrant children.

NUTRITIONAL SERVICES

Estimated number of children to be served	1,109
ESEA Title I Migrant Funds:	
LEA allocations for salaries, food and supplies	\$20,000
USDA National School Lunch Program (based on FY 1980 reimbursement projections of migrant LEAs: summer feeding)	\$48,000

4.2.1 HEALTH SERVICES

The mobility of the migrant family often prevents it from qualifying for free health and medical services because of state residency requirements. In addition, very few of the families can afford to send their children to a private doctor or dentist. The review of medical records of migrant children who come to Maryland indicates that many of them suffer from health problems which have direct effect upon their educational development. In almost all cases the problems would not exist if medical services were made available and preventive health care instruction were provided the migrant family.

The Maryland Migrant Education Program will provide health services to enhance the physical and mental well being of migrant children attending school in the State through the following activities:

- a. To provide for the early identification of health problems in migrant children by using standard health measurement criteria and the Migrant Student Record Transfer System.

- b. To provide for the medical and dental follow-up and/or referral of health problems as identified through existing medical resources.
- c. To provide for the treatment and/or referral of emergency health problems as they occur through the use of existing resources.
- d. To provide in all projects school accident insurance coverage for migrant children.
- e. To provide in all summer day and evening projects the availability of a health nurse.
- f. To provide for the transportation of migrant children to the health services.
- g. To provide for the transmittal of health information through the use of the Migrant Student Record Transfer System immediately upon completion of services.

HEALTH SERVICES

Estimated number of children to be served	AGES 0-5	AGES 6-17	AGES 18-21
	321	668	0
FSEA Title I Funds: LEA allocations for health personnel and health related services	\$75,000		
Other funding sources: ..East Coast Migrant Head Start	Children in all infant and toddler projects receive comprehensive health services		
..Migrant Health Act	Limited services available in all migrant project areas		

4.3.1 SERVICES FOR THE HANDICAPPED CHILDREN

The migrant child with exceptional needs is a very unique child. On the one hand, the child is part of a family unit that depends on migrations in search of seasonal work in order to live. On the other hand, the child is hampered by a handicap that sets him or her apart from the other children.

Because the handicapped migrant child is part of a family unit that is quite mobile, the mobility often prevents the family from qualifying for free health and medical services because of state residency requirements. There is also reason to believe that there are substantial numbers of handicapped migrant children who have not been identified and who are not enrolled in school because their families prefer to keep them hidden or are not aware that they are eligible. A major goal of the Maryland Program in 1980 will be to identify the handicapped migrant population in Maryland and to provide special education and related services to all eligible children.

The Maryland Migrant Education Program will provide services for children who are deaf, deaf-blind, hard of hearing, mentally retarded, multi-handicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, speech impaired and visually handicapped through the following activities:

- a. To identify the handicapped migrant children, assess their special education needs and report this information to the Maryland State Department of Education using the Special Services Information System (SSIS).
- b. To provide funds, when necessary, for the hiring of specially trained teachers and the provision of related services based on the child's individual education program (IEP).
- c. To provide for the inclusion of these children whenever feasible in day care centers, kindergarten programs and public school classrooms for the normal children; special centers for severely handicapped; and therapeutic centers.
- d. To study funding regulations at the federal, state, and local levels to achieve maximum delivery of services.
- e. To identify available public therapeutic and training facilities and refer migrant children needing services to the proper resource.

- f. To provide for the treatment and/or referral of specific handicaps as they are identified through the use of existing resources.
- g. To work with parents of handicapped children in order to increase their awareness of the needs of children who have handicaps and to help them to seek out available services through federal, state, and local resources.
- h. To provide for the transmittal of health information through the use of the Migrant Student Record Transfer System immediately upon withdrawal of the student from the Maryland Migrant Education Program.

SERVICES TO HANDICAPPED CHILDREN

*Estimated number of children to be served	20
ESEA Title I Migrant Funds: Special teachers; classroom materials; transportation; diagnostic and referral services; clinic and doctor fees (when applicable)	\$3,500
Other Funding Sources: ..East Coast Migrant Head Start ..Migrant and Seasonal Farmworkers Association ..Migrant Health Act ..State Department of Mental Health and Hygiene ..State Department of Education	Program standards for handicapped children and the kinds of handi- caps children must have to be eligible for services vary
**Service Agencies to be used: ..Johns Hopkins Hospital - Baltimore ..Columbia School for the Deaf - Columbia ..Holly Center - Salisbury ..Eastern Shore State Hospital - Cambridge	

*based on 1979-80 program data

** In the 1979-80 program, handicapped migrant children received therapy and services from these agencies.

5.1.1-5.4.1 MARYLAND MIGRANT EDUCATION SERVICE CENTER

The Maryland Migrant Education Service Center located at Salisbury Elementary School, Salisbury, Maryland houses the Migrant Student Record Transfer System and the Identification and Recruiting Terminals.

The Center will be a base for volunteer services, dissemination activities, and relations with farmers, fishing industries, crew leaders, parents and service agencies.

The Center will provide leadership to the local migrant projects in the development of support program components that deal with (1) identification and recruitment, (2) the utilization of the Migrant Student Record Transfer System, (3) community-school resources, (4) advocacy services, and (5) parent awareness training. In order to provide a statewide support system, the Center will be staffed by a coordinator, two field recruiters, a terminal operator, a records clerk, and a secretary. Activities related to the center are defined in the following objectives.

Identification and Recruitment

The Maryland Migrant Education Service Center will coordinate all identification and recruitment activities across the state. There is a continuing need for a statewide identification and recruitment program to carry out recruitment and identification activities focusing on pre-schoolers, drop-outs, and as yet unidentified migrant students. The center will coordinate and conduct surveys in the northern regions of five counties which border Pennsylvania (see Table II, page 68). Recent trends tend to reflect that there may be small pockets of migrant families entering these regions to work in the orchards, nurseries, mushroom industries, and other agriculturally related activities.

A major trust for the FY 1981 program year will be to survey the Western regions of the state to determine the number of persons

who may qualify as tenant farmers or who harvest and plant trees. The western regions proximity to both Pennsylvania and West Virginia suggests that there may be a criss-crossing movement pattern of families who are in pursuit of seasonal employment as farm laborers. Because of the resurgence of the coal industry in this area, there may be some settled-out families who are now employed in this endeavor.

There also exists a need for quantitative and qualitative information on the migrant population for state, local agencies, local migrant projects, and service organizations that will be of assistance in the development of programs. The local migrant projects require additional recruiting and inservice resources to assist in recruiting, identifying and completing all registration requirements for the proper enrollment of migrant children.

The principal activities for the two state recruiters are defined in the following objectives for the identification and recruitment component:

1. To screen, recruit, and enroll migrant children and youth in educational programs and to ensure their placement on the Migrant Student Record Transfer System.
2. To conduct continuous surveys of farms, seafood and forestry industries, camps and schools to insure that all eligible migrant students are aware of the opportunity to participate in the State's Migrant Education Programs.
3. To provide technical assistance and training to local project personnel in developing methods of identification and recruitment of migrant children.
4. To advise school administration of projected crops conditions, labor demands and number of migrant families anticipated by growers, contractors and the State Department of Human Resources for the current year.

5. To maintain contact with neighboring states (Delaware, Pennsylvania, Virginia, and West Virginia) for the purpose of sharing information and resources that relate to the flow of migrants and recruitment efforts between Maryland and these states.
6. To encourage cooperation among interstate and intrastate service agencies in identifying and recruiting eligible children.
7. To conduct periodic validation studies of local project identification and recruitment procedures.
8. To maintain liaison with the State Parent Advisory Council, the Interagency Council, East Coast Migrant Head Start and the Migrant and Seasonal Farmworkers Association on services with migrants.

Migrant Student Record Transfer System

One of the state services which supports the successful operation of the migrant program is the record transfer system. Each local project will participate in the system by sending student data to the teletype terminal operator for transmission to the Migrant Student Record Transfer System Data Center in Little Rock, Arkansas. A major activity of the center will be to provide technical assistance to local records clerks to assure the punctual transmittal of student information. The principal objectives for this component are:

1. To enroll all identified migrant children and youth in the Migrant Student Record Transfer System.
2. To participate in interstate and intrastate programs necessary for planning, training, implementing, and evaluating uniform Migrant Student Record Transfer System activities.
3. To provide inservices and workshops for persons who work with the MSRTS forms to better enhance their knowledge of the system and to familiarize them with the transfer and the medical records, the Skills Information System, the importance of the records, and how to utilize these forms as tools with which to work within the classroom.
4. To develop and implement validation procedures for MSRTS for the local migrant projects.

5. To implement procedures to ensure the system safeguards confidentiality of individual data.
6. To develop an educational and health referral system with the states of Florida and Texas for the purpose of identifying urgent problems and needs of migrant children, (i.e., hearing, speech, and emotional problems, handicapped, tuberculosis, heart disease.)
7. To establish continuity of interstate and intrastate educational programs and encourage interstate cooperation in the education of migrant children.

Community-School Resources

The center will serve as a repository for educational films, textbooks, teacher made learning centers and classroom reinforcement activities, and commercially produced learning packages. These will be available on a free loan basis to local migrant project teachers for use in the classroom. In addition, a resource library will house ERIC materials, information pamphlets and program plans disseminated by the U. S. Office of Education and other state programs, and current literature that deals with the migrant family and the migrant lifestyle. The nature of the material will be such as to provide teachers, farmers, local residents, migrant parents and research students an awareness of the cultures of migrancy, national and state laws which protect the migrant and the farmer, and the educational opportunities which are sponsored through federal and state resources. The principal objectives for this component are:

1. To provide reference materials that will improve an awareness of the needs of the migrant population.
2. To disseminate materials and information about supportive services, volunteer services, MSRTS reports, migrant student population, and interstate activities.
3. To develop and disseminate a directory of services available in Maryland to the migrant population.

4. To provide statistical information regarding the migrant population in the State.
5. To provide a picture of agricultural seasonal employment patterns and new trends in employment patterns.
6. To maintain procedures for keeping local project personnel, service agencies and parents informed of current and new legislation regarding (a) migrant eligibility, (b) social services, and (c) employment services.

Advocacy Services

A major activity of the Maryland Migrant Education Service Center is to identify and develop a working relationship with those agencies and organizations that provide services to the migrant community. A whole range of human services, including health and nutrition, education, child care, employment and training, is offered to migrant families through a number of public and community agencies. Interagency coordination of programs and services is an extensive effort by the state migrant program to avoid duplication of effort and funding, and to provide the most comprehensive program of services available.

In coordinating programs and services of the different agencies, contact with the migrant family and determination of needs are extremely important to being able to provide the necessary services or referral. Some of the more important needs to have been identified and the types of direct services to be made available as a result of good interagency planning include health services, employment opportunities, legal services, transportation, clothing, and food needs, continuing education and training, and overnight lodging.

Coordination of programs at the State level is attempted through the Governor's Commission on Migratory Labor and through the State Migrant Education Interagency Council. The Governor's Commission

brings together representatives of state, federal, and private programs serving migrants. The State Program Coordinator is a member of this Commission. The Migrant Education Interagency Council, sponsored by the Department of Education, is composed of representatives from various state and local agencies, migrant parents, crew leaders, and farmers. The council keep its member agencies informed of updates on legislation and federal hearings that affect migrants, and on programs and services that affect the migrant community, i.e., labor laws, food and nutrition, manpower programs, social assistance, education, and child care. A more detailed description of the types and names of different agencies providing services to migrant families with which the Maryland Migrant Education Program coordinates services is defined in Part 3D, pages 59-65.

In order to insure that the migrant child receives a coordinated package of services drawn from program resources with those of all available federal, state and local programs, the principle objectives for this component are:

1. To identify and develop a working relationship with agencies and organizations that provide services to the migrant population.
2. To establish lines of positive communication with growers, camp owners and crew chiefs, and all people who can provide information concerning the temporary or permanent residence of migrant families.
3. To determine what agencies, organizations, businesses and industries in the community can provide supportive services that will assist the migrant education programs within the State in meeting the needs of migrant children and youth.
4. To keep well informed of all services and funding sources available to migrant families such as day care, preschool, adult education, vocational training, health, welfare, etc.

5. To provide opportunities for migrant parents to become aware of medical, social, and community services available.

Parent Awareness Training

The Maryland Migrant Education Service Center will coordinate parent awareness training activities that will enable them to understand better their child's development and their role in the child's educational process whenever possible. A parent resource room will be available to parents across the state and will be the site for all meetings of the State's Parent Advisory Council. Although the center will provide leadership to the local migrant projects in developing parent activities, specific goals for parent involvement are defined in the section which follows on pages

Specific parent awareness training activities to be undertaken at the Maryland Migrant Education Service Center are:

1. To train parents as classroom aides and resource persons.
2. To train parents as recruiters and records clerks in the local migrant projects.
3. To familiarize parents with federal and state laws, regulations, etc. concerning migrant education.
4. To provide a resource and meeting room for the State's Parent Advisory Council.

Estimated number of children to be served	1,109
ESEA Title I Migrant Funds: staffing, operating costs, supplies; State MSRTS Committee; Identification and Recruitment Program; Parent Awareness Training; and Interagency activities.	Included as part of <u>1.1.1</u> Program Coordination and Administration on page
Other Funding Sources: ..Migrant and Seasonal Farmworkers Association (2 summer recruitment assistants)	\$5,000

6.0.1 PARENT INVOLVEMENT

The Maryland State Department of Education is committed to improving community attitudes concerning migrancy and migrant education in Maryland. Because of the migrants' isolation from the main community and their short stay in the area, there is often little opportunity for migrant and resident people to learn to know and understand each other. The State migrant coordinator and the program specialists, in conjunction with the local education agencies, will facilitate communication between the permanent and the migrant communities by encouraging meetings with growers, processors, and organizations and agencies which have some relationship to the migrant program.

Parental involvement in the planning, development and operation of a project for migrant children and youth is recognized as being a key component of program effectiveness. Every effort will be made, therefore, to insure parental participation in local and state advisory councils. Parents and other family members will be involved, where possible, as aides in the classrooms, as recruiters, on field trips and in program interpretation.

One meaningful way of involving parents will be through activities that will improve their skills and abilities. Each local project will sponsor meetings to include parents as learners. These sessions will focus on the development of parenting skills, and the role of the migrant parents in their children's education.

To insure communication between the school and the parent, home-school liaison and outreach staffs will be composed of persons who are bilingual in the English and Spanish languages. Program information affecting parents will be disseminated through bulletins, flyers and

and newspapers published in both English and Spanish.

A number of public and community agencies offer services to migrants. In an effort to avoid duplication of effort and to provide the most comprehensive program of services possible, the Maryland Migrant Education Program will interpret to migrant parents the range of social services and facilities available. The program will assist in procuring resources and services that relate to adult education.

When justified, Title I migrant funds will be expanded in the form of direct payments to parent council members for expenses for transportation to and from meetings, baby sitting fees, and direct expenses incurred while visiting Title I migrant projects.

The major activities related to establishing the means of consulting with the parents of children to be served or who are being served by the Maryland Migrant Education Program include:

1. To establish an advisory council in the State composed of a majority of parents of children to be served or who are being served and of other persons knowledgeable of the needs of the migrant community.
2. To develop in each migrant project a parent involvement council composed of a majority of parents to solicit the views of parents in the planning, operation and evaluation of the project.
3. To provide funds to local projects to help them establish a program of home-school coordination to insure understanding of the home on the part of the staff while encouraging the active participation of parents in the program and in the education of their children.
4. To provide inservice training for parents of migrant children including:
 - a. Familiarization with federal, and state laws, regulations, etc., concerning migrant education.
 - b. Historical and current information on migrant education.

- c. Orientation on teaching methods, materials and activities used in the migrant education program.
 - d. Teaching parents things they can do at home to help their children improve their school performance.
 - e. Teaching parents things they can do while "on the road" to help supplement their children's classroom experiences.
5. To establish a Migrant Education Interagency Council composed of parents, crew leaders, farmers and representatives from various state and local agencies.
 6. To consult with the Migrant Education Interagency Council and consider its views concerning the operation and evaluation of the State Migrant Program and local school projects and the planning of future programs and projects.

PARENT INVOLVEMENT

Estimated number of children to be served	1,109
ESEA Title I Migrant Funds:	
State Parent Advisory Council	\$ 500.00
State Interagency Council	\$ 200.00
LEA Parent Activities	\$ 2,000.00

7.1.1 STAFF DEVELOPMENT AND INSERVICE TRAINING

The Migrant Branch, Maryland State Department of Education, will facilitate inservice training activities to prepare personnel and improve educational programs at the local level. As noted on page an assessment of training needs identified at the local level include:

- a. Skills Information System
- b. English as a Second Language
- c. Occupational Skills Training
- d. Parent Involvement
- e. Effective Use of MSRTS
- f. Human Relations

A priority for staff development activities will be given to the Skills Information System. One of the greatest tasks for the implementation of this system deals with acquainting teachers, coordinators, and principals with the purposes and uses of the system. A cadre consisting

of 18 migrant classroom teachers, local curriculum resource teachers, and migrant center records clerks were trained in May 1979 in the use and reporting of the skills lists in early childhood, reading, and mathematics. This cadre was responsible for preparing teachers and aides to use the skills lists in early childhood and reading during the 1979 Summer Program. During the Spring of 1980, members from this cadre will conduct in each local project preservice training to (a) review the use and coding of the skills lists and (b) train all teachers and aides to use and code the skills lists in mathematics. By July 1, 1980, all teachers who work with migrant children will have been trained in the initial skills of early childhood, reading and mathematics. By July 1, 1981, all teachers will have been trained in the skills for oral language.

In cooperation with the Delaware Department of Public Instruction, the Maryland State Department of Education will host the Delmar Migrant Education Institute at Salisbury State College, Salisbury, Maryland in June 1981. A bi-state planning committee will be named by the two state directors to coordinate the Institute. Workshops for this interstate training will focus on the basic skills, guidance and counseling, and awareness of the migrant child's ethnic and cultural background.

Other staff development activities of the Maryland Migrant Education Program include the following components:

1. Staff from the Maryland Migrant Education Service Center in Salisbury, Maryland will conduct workshops for local recruiters, record keepers and pupil services personnel.

Topics to be addressed in these inservice activities include recruitment procedures, classification of migrants, the criteria individuals must meet to be classified migrant in accordance with guidelines governed by the U. S. Office of Education and the Migrant Student Record Transfer System, and parent and community involvement.

2. Three workshops for local ESEA Title I Migrant Coordinators and Principals of migrant centers are planned. The purpose of these meetings will be to inform local directors of updates on legislation and federal policies that affect migrant education, and on programs and services that affect the migrant community. A fall meeting will evaluate the 1980 Summer Program and make plans for future programs. A winter meeting will focus on program development for the 1982 State Plan. A spring meeting will provide directions in project development and proposal writing at the local level.
3. Local migrant programs will be invited and encouraged to send a representative group of teachers, aides, support staff, and parents, to the Eastern Stream Migrant Regional Conference and to the National Migrant Conference.

STAFF DEVELOPMENT AND INSERVICE TRAINING

Number of children to benefit from services	1,109
Number of coordinators, principals, teachers, aides, and support staff to benefit from services	200
Delmar Migrant Education Institute, Salisbury State College: room; board; consultants; conference facilities	\$30,000
ESEA Title I Migrant Funds: ..SEA: coordinators' meetings; consultants; Regional and National Conferences	\$12,800
..LEA: Regional and National Conferences, MSRTS Workshops; interstate visitations	\$15,000
ESEA Title I Administrative Funds: Out-of-state travel for director to participate in meetings of National Directors of Migrant Education	\$ 1,000

8.1.1 DISSEMINATION OF INFORMATION

The State migrant staff, through the Office of Publications, Maryland State Department of Education, will print, publish and disseminate

materials on instructional activities, program evaluation, State Plan, and other informative materials as needed. Articles regarding migrant educational activities in the state will be submitted to such national publications as the MSRTS Newsletter, and Migrant Newsletter and to local and state newspapers.

Dissemination of information will be provided for as follows:

1. Provisions will be made by the State Program Coordinator to receive and respond to requests for information about all aspects of the State's Migrant Education Program;
2. The program specialists housed at the Maryland State Department of Education will be responsible for the release of bulletins, announcements, or other program details. In addition, the Program Coordinator will be responsible to transmit proposals, reports and evaluations to the appropriate federal offices as required;
3. The Migrant Education Service Center will serve as a central point for the acquisition and transmittal of interstate materials, Migrant Student Record Transfer System data, tests and curricula to local project personnel;
4. Funds will be provided to local migrant projects to develop slide-tape presentations, brochures and information packets that depict migrant education activities.

PROGRAM DISSEMINATION

Estimated number of children to be served	1,109
ESEA Title I Migrant Funds: Printing and Distribution	\$2,500

9.1.1 MONITORING AND ENFORCEMENT

In compliance with Section 171 of ESEA Title I, a Monitoring and Enforcement Plan was developed by the State's Migrant Branch and approved by the U. S. Office of Education. The purpose of the plan is to insure local agency compliance with (1) all applicable Title I requirements, (2) conformity with approved applications, and

(3) evidence of effectiveness.

The Migrant Branch will provide administrative support to the eight local educational agencies and Baltimore City to develop and implement an educational program for migrant children and youth. Each local project will submit to the Division a program application stating the instructional and supportive services objectives to be realized and as based on the Maryland Migrant Education State Plan. The narrative portion of the application will include an assurance that the services defined in item 1.1.1, pages 13-18 will be met.

During the operation of the projects by the local boards of education, the two program specialists from the State Migrant Education Branch will be assigned to specific regions across the state. The program specialists will make periodic monitoring visits to the local programs. For summer projects there will be a minimum of four monitoring visits in each project, and each regular school term project will be monitored at least two times. The purpose of the monitoring visits will be to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of migrant children and youth. In addition, personnel from the Maryland State Department of Education in the Divisions of Instruction, Vocational Education, and Compensatory, Urban, and Supplementary Programs, and from the Department's Offices of Project Basic and Equal Opportunity will be available to help local educational agencies define methods for reaching their objectives.

As defined in the Maryland Monitoring and Enforcement Plan for Programs for Migratory Children, 1980-1982, in FY 1981, on-site reviews will be conducted in Caroline, Somerset, Washington and Worcester Counties. The operation and administration of migrant projects in these counties will be reviewed during July and August 1980.

MONITORING AND ENFORCEMENT

Estimated number of children to be served	1,109
ESEA Title I Migrant Funds:	
Travel (monitoring), lodging, meals	\$4,000
ESEA Title I Administrative Funds: Travel	\$2,000

10.1.1 FY 1982 PROGRAM DEVELOPMENT

The Maryland migrant program staff, in consultation with the U. S. Office of Education, the local migrant programs, the Maryland Migrant Parent Advisory and Interagency Councils, and the Governor's Commission on Migratory Labor, will develop and submit to the Migrant Branch, U. S. Office of Education a State Plan for Fiscal Year 1982. The program will draw upon several sources in assessing the needs of migratory children, including:

1. a review of the annual evaluations of prior programming years;
2. a review of needs assessment activities conducted by each local project;
3. observations and opinions of local project coordinators, principals, teachers and parents;
4. observations derived from on-site monitorial visits by the state migrant staff; and
5. observations derived from on-site reviews conducted by the U. S. Office of Education and by the Maryland State Department of Education;

Issues in migrant programming that have been identified and which will be addressed in the 1982 program include parent involvement,

evening programming for occupational skills education, and skills information training in career education. Continued emphasis will be placed on developing a coordinated statewide plan to meet the needs of migrant children and youth between the ages of 0 and 21 with other agencies such as East Coast Migrant Head Start, Migrant and Seasonal Farmworkers Association, Adult Basic Education, Delmarva Ecumenical Agency, and the Department of Human Resources. The plan will provide for cooperative funding for preschool and infant-toddler care programs, special skills and vocational oriented programs for older youth, and migrant health care.

3B. PROGRAM TIME SCHEDULE

<u>Target Date</u>	<u>Activity</u>
August 18 - September 1, 1980	Development and submission of LEA regular school project proposals to Maryland State Department of Education, Division of Compensatory, Urban, and Supplementary Programs, Migrant Branch
October 9, 1980	State Awareness Training: "Regular School Enrollment" LEA recruiters MSRTS clerks Settled-out parents
October 14, 1980	Interstate Planning Committee meeting for Delmar Migrant Education Institute
October 15, 1980	Submission of LEA Evaluations for FY 1980 Program to Migrant Branch, Maryland State Department of Education
October 28, 1980	Migrant Skills Information System: Implementation Team Meeting
November, 1980	National Migrant Student Record Transfer System training session
November 13, 1980	State Awareness Training: "Assessment of Needs for FY 1982 Migrant Program" LEA Principals and Coordinators Skills Implementation Team
November 21, 1980	Submit Annual Evaluation Report, ESEA Title I Migrant Education Programs, FY 1980, to the U.S. Office of Education
December 2-4, 1980	U.S.O.E. State Migrant Directors Conference, Silver Spring, Maryland
December 11, 1980	State Awareness Training: "Forecasting Movement Trends for FY 1982" LEA recruiters MSRTS clerks Representatives from the neighboring States of Delaware and Pennsylvania
January 8-9, 1981	SEA Program Staff Retreat, Queen Anne's County Interagency Council Meeting Parent Advisory Council Meeting SEA Program Development

February, 1981	Eastern Stream Migrant Regional Conference
February 1 - April 1, 1981	60 day publication period for FY 1982 Maryland State Plan for the Education of Migrant Children
February 11, 1981	State Awareness Training: "Agency and Resource Contacts" and "Dissemination Activities for Recruitment" LEA recruiters MSRTS clerks Home-school liaison
March 1 - April 1, 1981	30 day review period for FY 1982 Maryland State Plan for the Education of Migrant Children
March 6, 1981	Interstate Planning Committee for Delmar Migrant Education Institute
March 12, 1981	State Awareness Training: "Coordination of Health Services and Personnel" SEA and LEA health agencies
April 1, 1981	Submission of Summer (July 1 - September 30) LEA Project Proposals to Maryland State Department of Education, Division of Compensatory, Urban, and Supplementary Programs, Migrant Branch
April 2, 1981	Migrant Skills Information System: Implementation Team Meeting
April 9, 1981	State Awareness Training: "Parent Involvement in Recruitment and Record Keeping Activities" LEA recruiters MSRTS clerks
April 10, 1981	Interstate Planning Committee meeting for Delmar Migrant Education Institute
April 13, 1981	Submit FY 1982 Maryland State Plan for the Education of Migrant Children to the U.S. Office of Education
May, 1981	National Migrant Education Conference
May 14-15, 1981	SEA Staff Planning Retreat: Cascade Elementary School, Washington County

June 28, 1981	Interstate Planning Committee meeting for Delmar Migrant Education Institute
June 4-5, 1981	State Awareness Training: "Oral Language Skills List" LEA cadre of trainers
June 22 - July 6, 1981	Starting dates for LEA summer migrant centers
June 18-19, 1981	Interstate Planning Committee meeting for Delmar Migrant Education Institute
June 23-26, 1981	Delmar Migrant Education Institute: Salisbury State College, Salisbury, Maryland
July - August, 1981	Monitoring and onsite visitations to summer migrant centers Onsite reviews of three summer migrant programs by the Maryland State Department of Education: Caroline County Somerset County Worcester County
July 3, 1981	LEA-SEA recruiters update meeting
July 10, 1981	SEA Parent Advisory Council meeting: Lower Eastern Shore Region
July 16, 1981	SEA Parent Advisory Council meeting: Upper Eastern Shore Region
July 17, 1981	LEA-SEA recruiters update meeting
July 31, 1981	Lea-SEA recruiters update meeting
August 6, 1981	State Awareness Training: Interagency Council visit to Caroline and Dorchester Migrant Centers
August 14, 1981	LEA-SEA recruiters update meeting
August 10-21, 1981	Validation of students' records for LEA MSRTS personnel
September 10, 1981	State Awareness Training: "Evaluation of 1981 summer program" LEA recruiters MSRTS clerks

3C. DATA TO BE COLLECTED

Local educational agencies are required to provide information upon request to the State Agency for purposes of monitoring and reporting of program performance. Local migrant projects will provide to the Migrant Branch, Maryland State Department of Education:

- a. Comprehensive, accurate and useful information that can be used in immediate and/or long term program application.
- b. Comprehensive, accurate and useful information in deliverable terms to advisory council members.
- c. Comprehensive, accurate and useful information to regulatory and funding agencies, including the Maryland State Department of Education and the U. S. Office of Education.

Each local migrant project will be responsible for submitting to the Migrant Branch an annual evaluation report. Success of each project will be judged by the degree to which each project objective is attained. This judgement will be based upon a joint examination of the objectives by the project director and the state evaluation team, using all documentation in reaching each decision. Evaluation data will be collected from a variety of sources to include the following findings:

- a. number of children enrolled and number of children served by (1) eligibility status, (2) grade level and (3) ethnicity.
- b. per pupil expenditures.
- c. staffing.
- d. inservice education and staff development.
- e. instructional objectives and activities.
- f. coordination with other local, state and federal programs.
- g. use of other funding sources.
- h. parent involvement.
- i. intrastate and interstate planning.
- j. supportive services.
- k. dissemination activities.

Data to be collected and maintained will be derived from attendance records, monitoring visits, test results, student profiles, health screening, teacher's anecdotal records, performance records, rating scales, MSRTS information and other measuring devices used in local programs. The SEA Annual Project Evaluation Instrument is attached as Appendix A.

3D. ORGANIZATIONS, COOPERATORS, CONSULTANTS WHO WILL WORK ON THE PROJECT

Several public and community agencies offer services to the families of migratory workers in Maryland. To avoid duplication of effort and to provide the most comprehensive program of services possible, the Maryland State Department of Education will coordinate efforts with existing agencies which offer services to migrants. Services such as day care, food supplements, health care, emergency aid, legal aid, welfare assistance, work opportunities and education will be coordinated across the State to ensure both delivery and continuity of services. These basic services will help improve the immediate and future economic and social well-being of the migrant population, and will enhance the State's efforts to meet the special educational needs.

1. Health and Nutrition

- a. The State Department of Health and Mental Hygiene functions in an advisory and consultant capacity to ensure that local public health departments are meeting the medical and nutritional needs of migrant children. Migrant children receive dental care and examinations from county public health departments as well as assistance from such programs as Headstart, East Coast Migrant Health, the Del-Mar Health Project, the Children's Oral Health Program, and the Somerset County Organization for Progressive Enterprise, Inc. (SCOPE).
- b. The Delmarva Ecumenical Agency (DEA), through the Migrant Health Act, funded by the federal Department of Health, Education, and Welfare, provides primary health care for migrant families residing on the Eastern Shore. Medical clinics are sponsored in Caroline and Somerset Counties for 12 weeks at night during the summer. In addition to the clinics, nurses from the DEA program work full time, local physicians are called upon as needed, and arrangements are made with the community hospitals and health centers to provide health care for the migrants.
- c. Migrant families residing in the Western region of the State are provided primary health care through the Inner County Health Agency. Through the Migrant Health Act, this interstate cooperative activity serves migrant families residing in Washington County, Maryland, and in Burkley, Morgan and Jefferson Counties, West Virginia. A central clinic is located in Martinsburg, West Virginia to provide outreach medical services and health care for the migrants in this region.

- d. Another major provider of health care services in Maryland is the East Coast Migrant Project (ECMP). The project provides health counseling and referral to local health departments for physical examinations, immunizations, and treatment of venereal disease, or to local doctors for routine procedures.
- e. There are several programs provided under the National School Lunch and Child Nutrition Act of 1975 that are administered by the Food and Nutrition Section of the Maryland State Department of Education, and can affect the nutritional status of migrant children and youth. The National School Lunch and School Breakfast Program provide migrant students free meals. All summer migrant educational programs are required to apply and participate in the Summer Feeding Program.

2. Daycare and Preschool Services

- a. The East Coast Migrant Head Start Program (ECMHS), through a grant administered by the Indian and Migrant Programs, Division of the Office of Child Development of the Department of Health, Education, and Welfare, provides quality preschool services tailored to meet the needs of migrant children from infancy through five years of age. The migrant head start program provides a comprehensive range of services including health care, nutrition, social services such as outreach and referral, and parent involvement. Since 1978, the Maryland State Department of Education has cooperatively planned and sponsored preschool centers in Caroline, Dorchester, and Somerset Counties through the resources and services of the East Coast Migrant Head Start Program and the Migrant and Seasonal Farmworkers Association.
- b. The Migrant and Seasonal Farmworkers Association, through a grant sponsored under the Comprehensive Employment and Training Act (CETA), Title III-B, provides child care services by purchasing slots in existing centers.

3. Farmworker Organizations

- a. The Migrant and Seasonal Farmworkers Association (MSFA), sponsored through a CETA grant, is also described in the previous section concerning child care services. While this is one focus of the MSFA, the main purpose of the grant is manpower training for migrant and seasonal farmworkers. The organization also provides outreach services for health care, child care, food stamps, and nutrition education. The Migrant and Seasonal Farmworkers Association will provide the following services to the State's Migrant Program during the 1980 program year:
 - (1) Eight educational aides: One educational aide will be provided each county operating a summer educational center. These aides will be selected from the migrant stream and will be paid at a rate designated by the Migrant and Seasonal Farmworkers Association. However, if the salary is less than the salary paid by the school project, a pay differential will be provided by the county's migrant project.

- (2) Day Care Services: A percentage of slots will be purchased in existing day care centers to help ensure that all migrant children are being cared for while their parents work in the fields.
- (3) Outreach Services: The association will provide two persons to work in the Migrant Identification and Recruiting Center in Salisbury during the peak of the migrant season. These persons will be on assignment to the Maryland State Department of Education as assistants in the recruiting program.
- b. The Tri-County Migrant Committee, in cooperation with the Metropolitan United Methodist Church, administers a day care center in Princess Anne, Maryland. The committee also attempts to identify job possibilities for youth, and provides advocacy services to migrant families.
- c. Other agencies concerned with the well being and civil rights of the migrant community plan an important role. Such organizations as the Governor's Commission on the Concerns of Spanish Speaking People, the Secretariat for the Spanish Speaking of the National Council of Catholic Bishops, Migrant Legal Action, and the National Criminal Defense Association are available to give assistance and guidance to the migrant communities in Maryland.

4. State Cooperators

- a. The Maryland Department of Human Resources provides the State Department of Education data concerning the numbers, types of population, and dates of arrivals and departures of farmworker crews coming to Maryland. The department publishes in English and Spanish a directory of services available to migrant families in Maryland. The department assesses the special needs of the migrant community to determine the types of services to be provided and to seek ways to improve service delivery to migrants. Outreach services are included as part of the Food Stamp program. A child care specialist from the department serves on the Maryland Early Childhood Migrant Advisory Council and is available to provide technical assistance in programming for the needs of infants and toddlers.
- b. Coordination of programs is attempted through monthly meetings of the Governor's Commission on Migratory Labor which brings together representatives of State, Federal, and private programs serving migrants. The State Program Coordinator is an active member of this Commission, along with representatives of the State Department of Human Resources, Occupational Safety and Health Administration (OSHA), the Department of Agriculture, the State Department of Employment and Social Services, the Cooperative Extension Service, the Maryland State and Washington, D. C., Chapters of the AFL-CIO, the Maryland Farm Bureau, the Environmental Health Administration, and the Delmarva Ecumenical Agency.
- c. The State Migrant Education Advisory Council, sponsored by the Department of Education, is composed of representatives from various state and local agencies, migrant parents, crew leaders, and farmers. The council keeps its member agencies informed of updates on legislation and federal hearings affecting migrants, and on programs and services

which affect the migrant community, i.e., labor laws, food and nutrition, manpower programs, social assistance, education, and child care.

- d. Salisbury State College, through the Department of Modern Languages, provides courses related to teaching English as a second language, the cultures of migrancy and cross-cultural communication. The possibility of using students from the college as volunteer tutors in English as a second language and in bilingual education in the migrant program is under consideration.
- e. Morgan State University, through the Department of Foreign Language, provides junior and senior level college students to assist as volunteer tutors in the Baltimore City Project.

5. Migrant Ministries

- a. The Delmarva Ecumenical Agency provides spiritual and religious care to migrants and their families. The agency renders other services such as counseling and assistance to those migrants who wish to settle out of the stream. Outreach services include emergency food vouchers, health care, social services and manpower training programs.
- b. The Catholic Rural Ministries is committed to work for better living and working conditions of migrant farm labor workers in Maryland. In 1979, over 30 summer workers volunteered their time to provide outreach services to the migrant communities on Delmarva.
- c. Local church groups across the State supply clothing, bedding, first-aid kits and money to migrant projects.
- d. A member of the State staff serves on the Northeast Field Service Committee of the National Council of Churches. This committee is extremely interested in the plight of the migrant worker. In this respect, the committee is dedicated to seek legislation which will be beneficial to the betterment of those conditions under which migrants work and live.

6. Additional Services

- a. Such civic organizations as the Lions Club, Salvation Army, Red Cross, and Women's Club have provided health and social services to migrant children. Some school systems utilize personnel and funds from Community Enterprise Development Association (CEDA), Neighborhood Youth Corp (NYC) and VISTA to provide services and to support the educational program for migrant children.
- b. Consultants from the State Department of Education, local educational agencies, and state and local agencies provide inservice training workshops to improve instructional methods in basic skill development, techniques in guidance and counseling and approaches to nutritional, vocational and early childhood education. Personnel from the Maryland State Department of Education in the Divisions of Instruction,

Compensatory, Urban, and Supplementary Programs, and Vocational Education, and the Office of Equal Opportunity participate in program planning and inservice activities.

- c. All local educational agencies establish procedures that ensure parents are involved in the planning, implementation, and evaluation of migrant educational programs in which their children are enrolled.
- d. Several local educational agencies utilize 4-H club leaders and aides to provide experiences in food preparation, sewing instruction, and arts and crafts activities for migrant children and youth.

7. Directory of Major Organizations and Cooperatives

a. Health and Nutrition

Maryland State Department of Health and Mental Hygiene
201 West Preston Street
Baltimore, Maryland 21201
Irene S. Oddo, R.N.
Coordinator of School Health Programs
(301) 383-7536

Delmarva Ecumenical Council
Blue Hen Mall
Dover, Delaware 19901
Susan Canning
Director, Delmar Migrant Health Program
(302) 678-2000

Inner County Health Agency
Martinsburg Migrant Health Clinic
126 East Martin Street
Martinsburg, West Virginia 25401
Doris Hughes, Director
(304) 263-4956

National Migrant Health Referral
530 Littlefield Building
Austin, Texas 78745
Dan Cardenas, Consultant
(515) 474-1949

b. Human Resources

Maryland State Department of Human Resources
1100 North Euaw Street
Baltimore, Maryland 21201
George I. Rose
Deputy Assistant Secretary
Office of Program Coordination
(301) 383-5643

C. E. Anzotequi, Executive Director
Governor's Commissioner for Spanish Speaking People
(301) 565-3211

Leon Johnson, Chairperson
Governor's Commission on Migratory Labor
(301) 651-1350

c. Daycare and Preschool Services

East Coast Migrant Head Start Program
1234 Massachusetts Avenue, N. W.
Washington, D. C. 20005
Sister Geraldine O'Brien
Director, Project Development
(202) 347-1170

Migrant and Seasonal Farmworkers Association, Inc.
P. O. Box 3315
3929 Western Boulevard
Raleigh, North Carolina 27606
Lionel L. Curtis, Director
(919) 851-7611

Patricia Adams
State Administrator for Maryland
21 North Church - P. O. Box 459
Princess Anne, Maryland 21853
(301) 651-2888

d. Farmworker Organizations and Migrant Ministries

Catholic Rural Ministries
DEA, Blue Hen Mall
Dover, Delaware 19901
Father John Kelly
(302) 678-2000 or (301) 643-6220

East Coast Field Service Committee
National Council of Churches
475 Riverside Drive - Room 572
New York, New York 10027
Gerterlyn Dozier, Director
(212) 870-2298

National Farmworkers Ministry
331 West 84th Street
New York, New York 10024
David Dyson
(212) 799-5800

Maryland Farm Bureau
Box 337
Randallstown, Maryland 21133

U. S. Catholic Conference
Secretariat for Hispanic Affairs
1312 Massachusetts Avenue, N. W.
Washington, D. C. 20005
Sister Maria Louise Gaston
(202) 659-6876

e. Groups Working on Immigration Issues

Migrant Legal Action
806 - 15th Street, N. W.
Suite 600
Washington, D. C. 20005
1-800-424-9425

American Committee for Defense of Foreign Born
1441 Broadway, Suite 2508
New York, New York 10017
Ira Gollobin
(212) 840-8480

Centro de Immigration
600 New Jersey Avenue, N. W.
Washington, D. C.
(202) 624-8374

Immigration Project
National Lawyers Guild
2800 Adams Mill Road
Washington, D. C. 20016
Michael Maggio
(202) 265-9500, ext. 242

Mexican American Legal Defense Educational Fund (MALDEF)
1028 Conn. Avenue, N. W.
Washington, D. C. 20036
Mark Schacht
(202) 659-5166

4. GEOGRAPHIC LOCATION OF PROJECTS TO BE SERVED

During the FY 1981 program period, migratory children will be served in nine local administrating school districts (Table I, page). Recent movement trends within the State tend to indicate that there may be small pockets of migrant families entering non-project regions to work in nurseries, orchards, poultry industries, and other agriculturally related activities. The Maryland Migrant Education Service Center will coordinate and conduct surveys in the northern regions of Harford, Cecil, Baltimore, Carroll, and Frederick Counties. Because all five of the counties border Pennsylvania, the State's recruitment staff will work closely with the recruitment staff of Pennsylvania to determine and analyze movement trends between the States.

There is a need to survey Carroll and Frederick Counties in particular, since these counties at one time had a large migrant population. There is evidence that former migrants in these areas have found work out of the stream.

A second priority for an intensive identification and enrollment program will focus on Allegany County in the western region of the State. The County will be surveyed to determine if there is a sufficient concentration of migratory families in the area who qualify as tenant farmers or who harvest and plant trees. Allegany County's proximity to both Pennsylvania and West Virginia suggests that there may be a criss-crossing movement pattern of families who are in pursuit of seasonal employment as farm laborers. Because of the resurgence of the coal industry in the area, there may be settled-out families who are now employed in this endeavor.

The map (Figure 1 page 69) shows the counties where projects will be operated and the regions that will be surveyed to determine the extent of the migratory population in the State. Schools serving migratory children in Maryland are listed in Appendix B .

TABLE I: PROJECT AREAS TO SERVE MIGRATORY CHILDREN

CONGRESSIONAL DISTRICTS	COUNTY	ADMINISTERING SCHOOL DISTRICT
1	Caroline	Caroline County Board of Education Denton, Maryland 21629
1	Dorchester	Dorchester County Board of Education Cambridge, Maryland 21613
1	Kent	Kent County Board of Education Chestertown, Maryland 21620
1	Queen Anne's	Queen Anne's County Board of Education Centreville, Maryland 21617
1	Somerset	Somerset County Board of Education Princess Anne, Maryland 21853
1	Wicomico	Wicomico County Board of Education Salisbury, Maryland 21801
1	Worcester	Worcester County Board of Education Snow Hill, Maryland 21863
6	Washington	Washington County Board of Education Hagerstown, Maryland 21740
2, 3 and 7	Baltimore City	Baltimore City Board of Education Baltimore, Maryland 21218

TABLE II: AREAS TO BE SURVEYED FOR POTENTIAL
ESEA TITLE I MIGRANT PROJECTS

CONGRESSIONAL DISTRICTS	COUNTY	ADMINISTERING SCHOOL DISTRICT
6	Allegany	Allegany County Board of Education Cumberland, Maryland 21502
2, 3 and 6	Baltimore	Baltimore County Board of Education Towson, Maryland 21204
6	Carroll	Carroll County Board of Education Westminster, Maryland 21157
1	Cecil	Cecil County Board of Education Elkton, Maryland 21921
6	Frederick	Frederick County Board of Education Frederick, Maryland 21701
1	Harford	Harford County Board of Education Bel Air, Maryland 21014

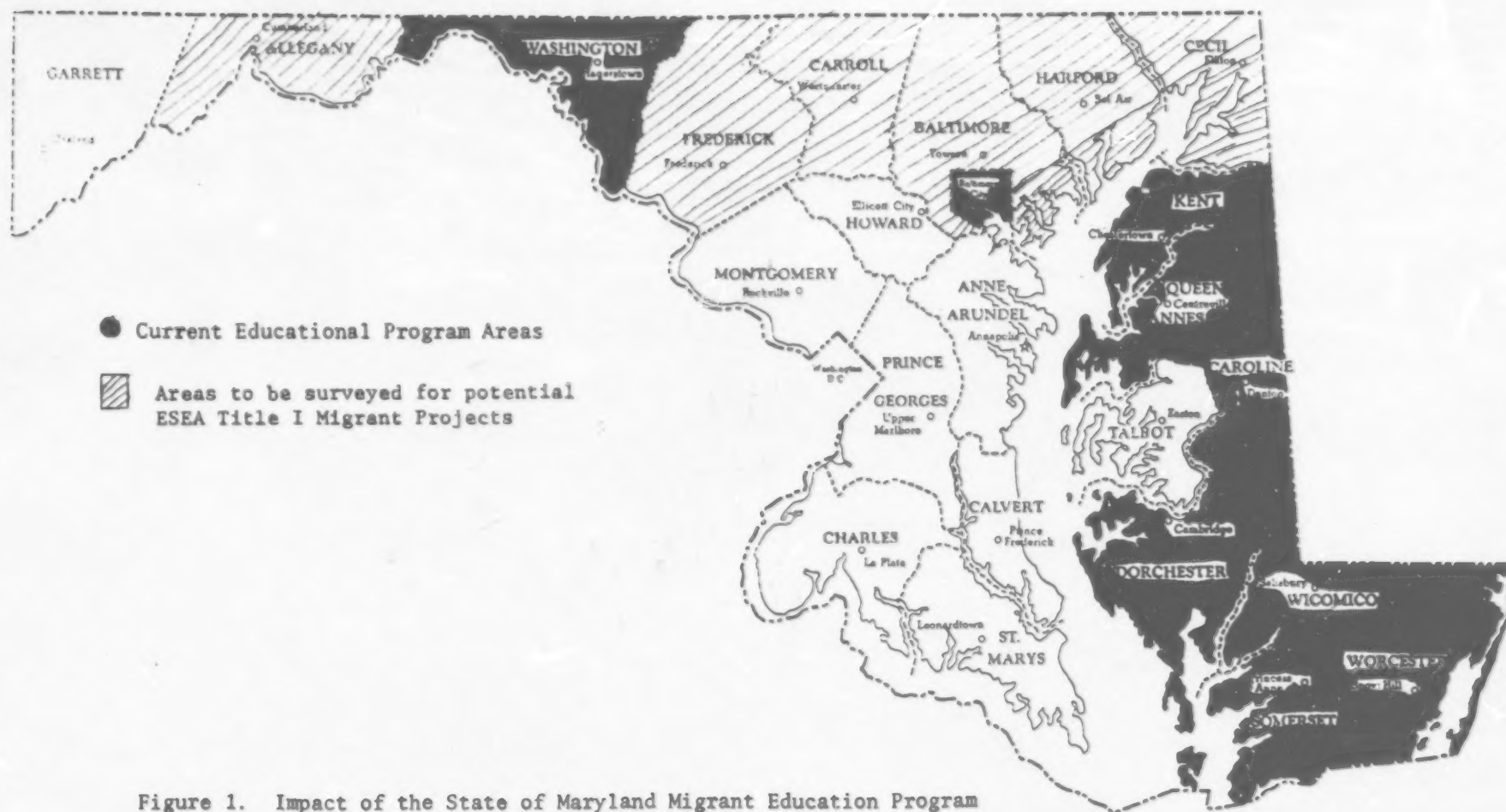
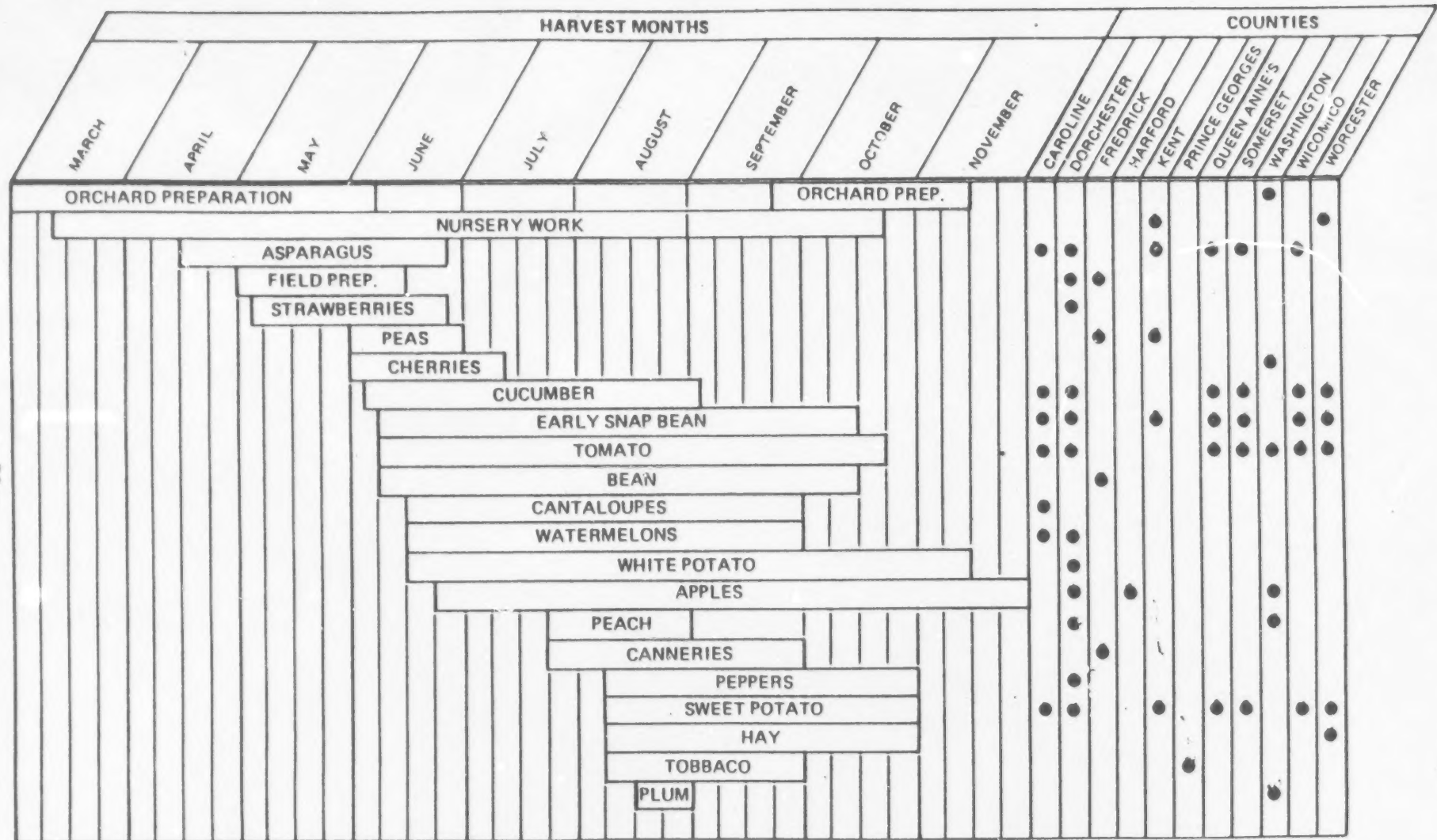


Figure 1. Impact of the State of Maryland Migrant Education Program

CORPS AND WORK PERIODS IN MARYLAND BY COUNTY



SOURCES

1. MARYLAND MIGRATORY AGRICULTURAL LABOR (GOVERNOR'S COMMISSION ON MIGRANT LABOR 1967-1971)
2. MIGRANT PROGRAMS IN THE SOUTHEASTERN STATES AND WASHINGTON, D.C., JUAREZ LINCOLN CENTER 1974

3. MARYLAND MIGRANT STATE PLAN 1976 (REVISED)

PROGRAM DIRECTOR

Francis W. Gates

Division of Compensatory, Urban, and Supplementary Programs

Maryland State Department of Education

P.O. Box 8717 - BWI Airport

Baltimore, Maryland 21240

(301) 796-8300, x336

B.S. in Education (major - Elementary Education)

M.A. in Education (major - Educational Administration)

Elementary Principal's Certificate

Secondary Principal's Certificate

Supervisory Certificate (K-12)

One year Supervisor of Special Services, Caroline County Board of Education

ESEA Title I

Adult Education

Headstart

Neighborhood Youth Corps

Seventeen years as an elementary and secondary Principal, Maryland Public Schools

Ten years as teacher in migrant programs for the Maryland Council of Churches

Three years teaching, Maryland Public Schools (elementary)

Nine years Specialist, ESEA Title I, Maryland State Department of Education

Seven years as State Director of Migrant Education, Maryland State Department of Education

SPECIALISTS IN MIGRANT PROGRAMS

Ronn E. Friend

Division of Compensatory, Urban, and Supplementary Programs

Maryland State Department of Education

P.O. Box 8717 - BWI Airport

Baltimore, Maryland 21240

(301) 796-8300, x243

Bilingual in the English and Spanish Languages

A.B. (major - Education; minor - English)

M.A. Intercultural Education

Thesis: "The Role of the Cross-Cultural Educator as an Agent for Change"

Ph.D. Candidate: Philosophical and Social Foundation of Education

Advanced Professional Certificate (K-8)

Three years teaching, Maryland Public Schools (Grades 4-8)

Four years Rural Community Development Coordinator, Puebla, Mexico

Consultant in Early Childhood Education

Collaborator in teaching model for adult literacy

Facilitator in educational planning

One Year Reading Coordinator, local board level

Five years Program Specialist in Migrant Education, Maryland State Department of Education

Mary E. Wilmer
Division of Compensatory, Urban, and Supplementary Programs
Maryland State Department of Education
P.O. Box 8717 - BWI Airport
Baltimore, Maryland 21240

(301) 796-8300, x243

B.S. (major - Elementary Education; minor - French)
M. Ed. Candidate: Administration and Supervision
Advanced Professional Certificate (K-8)
Six years teaching, Maryland Public Schools (Grades 5-6)
Two years ESEA Title I helping teacher, local board level
Five years as a teacher in the GED program
Four years Coordinator Federal Programs, local board level

SPECIALIST IN CENTER OPERATIONS

Cvleta J. Sheridan
Migrant Education Service Center
P.O. Box 468
Salisbury, Maryland 21801

(301) 749-1271

B.S. in Education (major - Secondary Education)
M.A. in Education (major - Special Education, Diagnostic Prescriptive Teacher)
Four years teaching, Maryland Public Schools (high school)
Two summers as Diagnostic Prescriptive Teacher in Maryland Migrant Programs
One summer as Job Counselor in CETA Program, Wicomico County
Six months as Houseparent, Supervisor in a socialization program for formally
institutionalized adults
Four years Specialist in Migrant Education, Maryland State Department of Education

SPECIALISTS IN IDENTIFICATION AND RECRUITING

Eugene Q. Borden
Migrant Education Service Center
P. O. Box 468
Salisbury, Maryland 21801

(301) 749-1271

B.S. in Education (major - Secondary Education Industrial Arts)
M.S. in Education Administration and Supervision
Four years teaching and coaching, Maryland Public Schools (high school)
One summer in Migrant Education as a State Recruiter
Three summers in a Migrant Program as a recreation teacher
Three years Specialist in Recruitment, Maryland State Department of Education

Reynaldo Arriazola
Migrant Education Service Center
P. O. Box 468
Salisbury, Maryland 21801

(301) 749-1271

Bilingual in the Spanish and English Language

A.S. Criminal Justice

B.A. Political Science

Summer Educational Programs for the children of Migrant Agricultural Workers,

North Dakota Migrant Programs (Thompson, North Dakota)

Assistant Director and Instructor (Summer 1976)

Field Coordinator and Instructor (Summers 1974 and 1975)

Teacher Aide (Summers 1970-1973)

Institute in Cross Cultural Communication, Division of Migrant Studies, Salisbury

State College, Salisbury, Maryland

Administrative Assistant and Instructor (January - May 1976)

Three years Specialist in Recruitment, Maryland State Department of Education

TERMINAL OPERATOR

Alvina Jester
Migrant Education Service Center
P. O. Box 468
Salisbury, Maryland 21801

(301) 749-1271

High School Diploma

Certified Teletype Operator

Teacher's Aide, Maryland Public Schools

Six years Migrant Terminal Operator, Maryland State Department of Education

ACCOMPLISHMENTS

1. SKILLS INFORMATION SYSTEM

In April 1979 an Implementation Team was established by the State Migrant Branch. This team developed a two year plan to insure a gradual and comprehensive implementation of the tracking system in Maryland (See Appendix B). A cadre consisting of 18 migrant classroom teachers, local curriculum resource teachers, and migrant center record clerks were trained in May 1979 in the use and reporting of the skills lists in early childhood, reading and mathematics. This cadre was responsible for preparing teachers and aides to use the skills lists in early childhood and reading during the 1979 Summer Program. During the Spring of 1980, members from this cadre will conduct in each local project preservice training to (a) review the use and coding of the skills lists and (b) train all teachers and aides to use and code the skills lists in mathematics. By July 1, 1981, all teachers who work with migrant children will have been trained in the initial skills lists of early childhood, reading, mathematics, and oral language.

2. COORDINATION WITH OTHER AGENCIES

Since 1978, the Maryland State Department of Education has cooperatively planned and sponsored preschool centers in Caroline, Dorchester, and Somerset Counties through the resources and services of the East Coast Migrant Head Start Program and the Migrant and Seasonal Farmworkers Association. A statewide plan for the provision of continuous preschool and infant-toddler care programs to migrant children from 0-5 years provided joint funding and program coordination, with the major financial burden being assumed by East Coast Migrant Head Start.

During the Summer 1979 Program, the Migrant and Seasonal Farmworkers Association provided two persons to work in the Migrant Education Service Center in Salisbury during the peak of the Migrant season. These persons assisted in the recruiting program and with the collection and tabulation of data. In addition, the Migrant and Seasonal Farmworkers Association provided salaries for one educational aide in each of the infant and toddler centers.

3. EVALUATION MODEL

An evaluation model which may be used by the State Department of Education to monitor the local projects was developed and field tested during the Summer 1979 Program. Refinement of the model will continue during the 1980 and 1981 Programs.

PART V

ASSURANCES

"The SEA will transfer the educational records of the migratory children participating in the State program in accordance with the Family Educational Rights and Privacy Act of 1974 and part 99 of the Privacy Rights of Parents and Students."

PART V. ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines and requirements, including OMB Circulars No. A-95, A-102 and FMC 74-4, as they relate to the application, acceptance and use of Federal funds for this federally-assisted project. Also the Applicant assures and certifies to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measure necessary to effectuate this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.
5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
9. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
10. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
11. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
12. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (See 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

APPENDIX A
SEA EVALUATION

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban,
and Supplementary Programs

ANNUAL EVALUATION REPORT ON ESEA TITLE I
PROGRAMS FOR MIGRANT CHILDREN

Type of application this report covers

- ☐ Summer
beginning date _____ end _____
project code _____
- ☐ Regular
beginning date _____ end _____
project code _____
- ☐ 12 month
beginning date _____ end _____
project code _____

LOCALE OF PROGRAM

Local Education Agency: _____

Authorized Representative for LEA:

Name: _____

Title: _____

Mailing Address: _____

Telephone Number: _____

Signature: _____ Date : _____

Title of Project: _____

State Project Number: _____

1. Indicate the total amount of ESEA Title I Migrant funds spent or encumbered in this project. (Include funds added as a result of amendments.)

	<u>Approved</u>	<u>Amendments</u>	<u>Total</u>
Summer	\$ _____	\$ _____	\$ _____
Regular School Year	\$ _____	\$ _____	\$ _____

2. Estimate the amount of funds other than those appropriated through ESEA Title I Migrant encumbered to support this project.

Summer \$ _____
Regular School Year \$ _____

3. Indicate the number of migrant children identified in the community and the number of migrant students who actually participated in the Title I Migrant program. Enter number by migrant status where:

1 = Interstate Agricultural
2 = Intrastate Agricultural
3 = Former Agricultural

4 = Interstate Fishers
5 = Intrastate Fishers
6 = Former Fishers

Age in Years	Number of Migrant Children Identified						Number of Migrant Students Served					
	1	2	3	4	5	6	1	2	3	4	5	6
Less than 1												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
TOTAL												

4. Indicate the number of migrant students in the project.

Grade Level	Participants in Regular School Programs	Participants in Summer School Programs	Number of Students Who Were Served in Both Summer and Regular School Programs
Infants & Toddlers			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
TOTAL			

5. Indicate the number of migrant students who participated in the project by racial/ethnic group.

Ethnic Group	Number
a. Black	
b. Mexican/American	
c. Puerto Rican	
d. Oriental	
e. Caucasian - (Other than Spanish-Surnamed American)	
f. Other	

- b. Indicate the number of migrant students in each grade-level group who participated in each of the following academic, health, and nutrition services through the migrant education program.

		Migrant Students Served								
		Regular School Year				Summer Term				
		Infants & Toddlers	Pre K - K	Elementary	Secondary	Infants & Toddlers	Pre K - K	Elementary	Secondary	
A C A D E M I C	S E R V I C E S	Oral Language								
	Written & Auditory Skills									
	Reading Skills									
	Computational Skills									
	Vocational Skills									
	Other (Specify) _____									
H E A L T H	S E R V I C E S	Physical								
	Dental									
	Visual									
	Audio									
	Other (Specify) _____									
	Other (Specify) _____									
N U T R I T I O N	S E R V I C E S	Free Lunch								
	Reduced Price Lunch									
	Breakfast									
	Snack									

7. Indicate the number of staff persons employed part or full time (or whose salaries were paid in whole or in part) by the migrant education program.

	Number of Staff Persons Employed	
	Regular School Year	Summer Term
Instructional Aide		
Health Aide		
Project Coordinator		
Home-School Liaison		
Reading Teacher		
Oral Language Teacher		
Mathematics Teacher		
Other Teacher		
Recruiter		
Early Childhood Specialist		
Counselor		
Record Clerk		
Cook and Cafeteria Worker		
Nurse		
Bus Driver		
Maintenance		
Other (Specify) _____		
Other (Specify) _____		
Other (Specify) _____		

8. Indicate the number of migrant education staff persons receiving each of the following types of training during either the regular school year or the summer session.

	Number of Staff Persons Receiving Training	
	Regular School Year	Summer Session
Instructional Service Training		
MSRTS Training		
Skills Information System Training		
Other Training		
Total		

9. Indicate the number of migrant education staff persons participating in each of the following types of workshops.

	Number of Staff Persons Participating
Local Workshops	
Statewide Workshops	
Regional Workshops	
National Workshops	

10. Indicate which of the following programs provided services to migrant students in your project.

ESEA Title I	☐	Bilingual Education Program	☐
National School Lunch	☐	Career Education	☐
County Health Programs	☐	Other (Specify) _____	☐
Maryland Dept. of Health	☐	Other (Specify) _____	☐
County Welfare Programs	☐	Other (Specify) _____	☐

11. **Indicate** which of the following methods were utilized for purposes of interstate cooperation by your project.

Attendance of staff persons at Regional, National, or other State Conferences or Workshops	☐
Attendance of migrant parents at Regional, National, or other State Conferences or Workshops	☐
Participation in interstate teacher exchange program	☐
Participation in interstate exchange program	☐
Participation of staff persons on interstate migrant education committees	☐
Attendance of staff persons at MSRTS training in Little Rock	☐
Other (Specify) _____	☐
Other (Specify) _____	☐
Other (Specify) _____	☐

12. Does your migrant education program have a Migrant Advisory Committee?

Yes ☐ (Go to Question 13)

No ☐ (Go to Question 15)

13. **Indicate** the total number of members and the number of migrant parent members of the Migrant Advisory Committee.

Total Number of Members _____

Number of Migrant Parent Members _____

14. **Indicate** the number of Migrant Advisory Committee meetings held during the regular school year and the summer term.

Number of meetings held during regular school year _____

Number of meetings held during summer term _____

15. **Indicate** the number of migrant parents involved in each of the following migrant program activities.

Number involved in project planning _____

Number involved in project operations _____

Number involved in project evaluation _____

16. Indicate the number of migrant parents who participated in each of the following activities.

Activity	Number of Parents Participating
Visits to schools	
School volunteers	
Migrant Advisory Committee members	
Aides - Paid	
Aides - Unpaid	
Participation on field trips	
Other (Specify) _____	
Other (Specify) _____	
Other (Specify) _____	

17. Indicate the dissemination methods utilized to reach each of the groups identified. Check all that apply.

	Parents	General Community	School Personnel	State and County Personnel
Migrant Advisory Committee Meetings				
Letters and Bulletins				
News Releases				
Parent-Teacher Conferences				
Some Visits by School Personnel				
School Staff Meetings				
Inter- and Intra-School Communications				
Special Meetings for Parents				
Other (Specify) _____				
Other (Specify) _____				
Other (Specify) _____				

18. Indicate the number of migrant high school students graduating during either the regular school year or the summer term. (Include G.E.D.) students)

19. Indicate the number of students pre- and post-tested and the average number of months gain between pre-testing and post-testing on standardized achievement measures for both the regular school year and the summer term.

	Regular School Year		Summer Term		Type of Test Utilized
	Number Pre- and Post-tested	Average Gain (in Months)	Number Pre- and Post-tested	Average Gain (in Months)	
Reading					
Oral Language					
Mathematics					
Other (Specify) _____					
Other (Specify) _____					

20. Describe any measures of student achievement or success other than standardized achievement tests utilized by your migrant education program to indicate the progress of migrant students.

21. Indicate the number of handicapped migrant children who have been identified by your project.
-

Indicate the number of handicapped migrant children receiving special education and related services through your project.

22. Describe any unique or exemplary features of your migrant education program including special accomplishments, special approaches to teaching, parental involvement, staff training, student development, community awareness, etc.

APPENDIX B
MIGRANT CENTERS IN MARYLAND

XIII

SCHOOLS SERVING MIGRANT CHILDREN IN MARYLAND
September 1, 1978 - August 31, 1979

COUNTY	SCHOOL	ADDRESS	I.D. NUMBER
Caroline	Colonel Richardson High	Federalsburg, Maryland 21632	BYVR
	*Colonel Richardson Middle (E)	Federalsburg, Maryland 21632	CCXQ
	Denton Elementary	Denton, Maryland 21629	BYVP
	Federalsburg Elementary	Federalsburg, Maryland 21632	CCXP
	North Caroline High	Denton, Maryland 21629	BYVQ
	*Preston Elementary (D)	Preston, Maryland 21655	BLDJ
	Ridgely Elementary	Ridgely, Maryland 21660	CMWK
Dorchester	Hurlock Intermediate	Hurlock, Maryland 21643	BXZP
	*Hurlock Primary (D/E)	Hurlock, Maryland 21643	BLDM
	Maple Elementary	R.F.D. #1, Box 143, Cambridge, Maryland 21613	CVLN
	North Dorchester High	R.F.D. 2, Hurlock, Maryland 21643	BXZL
	North Dorchester Middle	R.F.D. 2, Hurlock, Maryland 21643	CCXM
	Vienna Elementary	Vienna, Maryland 21869	CCXN
	Warwick Elementary	Secretary, Maryland 21664	CMYJ
Frederick	East Frederick Elementary	Route 6, Frederick, Maryland 21701	BLDP
Harford	Norrisville Elementary	White Hall, Maryland 21161	CFGW
Kent	Rock Hall Elementary	Rock Hall, Maryland 21661	CNHW
Queen Anne's	Kent Island Elementary	Stevensville, Maryland 21666	CMZW
	Queen Anne's County High	Centreville, Maryland 21617	CTPC
	Stevensville Middle	Stevensville, Maryland 21666	CMZT
	*Sudlersville Elementary (D/E)	Sudlersville, Maryland 21668	BZLN
	Sudlersville Middle	Sudlersville, Maryland 21668	BZLP
Somerset	Crisfield Senior High	Crisfield, Maryland 21817	CMWV
	*Marion Elementary (D/E)	Marion, Maryland 21838	CWCV
	Washington Senior High	Princess Anne, Maryland 21853	CMWT

*Local Summer Migrant Center

(D) Day

(E) Evening

SCHOOLS SERVING MIGRANT CHILDREN IN MARYLAND
September 1, 1978 - August 31, 1979

COUNTY	SCHOOL	ADDRESS	I. D. NUMBER
Washington	Bester Elementary	30 E. Memorial Blvd., Hagerstown, Maryland 21740	BXZQ
	Broadway Elementary	Hagerstown, Maryland 21740	BYVM
	E. Russell Hicks	Hagerstown, Maryland 21740	BXZV
	Fountaindale Elementary	Hagerstown, Maryland 21740	BXZT
	Hancock Middle Senior High	Hancock, Maryland 21750	BLDX
	*Hancock Primary (D)	Hancock, Maryland 21750	BLDY
	Marshall Street School	1350 Marshall Street, Hagerstown, Maryland 21740	CTRR
	*Smithsburg Elementary (D)	Smithsburg, Maryland 21783	BLFB
	Smithsburg High	Smithsburg, Maryland 21783	BLDZ
	Smithsburg Middle	Smithsburg, Maryland 21783	BLFC
	South Hagerstown High	Hagerstown, Maryland 21740	CVPL
Wicomico	Bennett Junior High	East College Avenue, Salisbury, Maryland 21801	CSWT
	Delmar Elementary	Delmar, Maryland 19940	CCXL
	Fruitland Primary	Fruitland, Maryland 21826	CCXJ
	*North Salisbury Elementary (D)	Union Avenue, Salisbury, Maryland 21801	BLFM
	Pemberton Elementary	Pemberton Drive, Salisbury, Maryland 21801	CSWS
	Pinehurst Elementary	Pinehurst Avenue, Salisbury, Maryland 21801	CSWR
	Pittsville Middle	Pittsville, Maryland 21850	CCXK
	West Salisbury Elementary	West Road, Salisbury, Maryland 21801	BLFP
	Westside Intermediate	Quantico, Maryland 21856	CCYL
Worcester	Westside Primary	Hebron, Maryland 21830	CCXY
	Berlin Middle	Box 155, Franklin Avenue, Berlin, Maryland 21811	BYYT
	Bishopville Elementary	Bishopville, Maryland 21813	CTZL
	Showell Elementary	Showell, Maryland 21862	CQSW
	*Snow Hill Elementary (D)	Church Street, Snow Hill, Maryland 21863	BXMW
	Snow Hill Middle	Snow Hill, Maryland 21863	CTWD

*Local Summer Migrant Center

(D) Day

(E) Evening

SCHOOLS SERVING MIGRANT CHILDREN IN MARYLAND
September 1, 1978 - August 31, 1979

COUNTY	SCHOOL	ADDRESS	I.D. NUMBER
Baltimore City	Benjamin Franklin	1201 Cambria Street, Baltimore, Maryland 21225	CRML
	Bentalou Elementary	220 North Bentalou Street, Baltimore, Maryland 21223	CRLZ
	Bernard Harris	1400 North Caroline Street, Baltimore, Maryland 21213	CRMV
	Canton Jr. Elementary	801-829 S. Highland Avenue, Baltimore, Maryland 21224	CVSY
	Clifton Parks	2555 Harford Road, Baltimore, Maryland 21218	CRHP
	Comm. John Rodgers Elementary	100 North Chester Street, Baltimore, Maryland 21231	CRJG
	David E. Weglein Elementary	200 South Central Avenue, Baltimore, Maryland 21202	CRQS
	Dr. Rayner Browne Elementary	1000 North Montford Avenue, Baltimore, Maryland 21205	CRCX
	Hampden Elementary	801 West 37th Street, Baltimore, Maryland 21211	CYJX
	Hampstead Hill	500 South Linwood Avenue, Baltimore, Maryland 21224	CRJQ
	Harlem Park Jr. High	1500 Harlem Avenue, Baltimore, Maryland 21217	CQXM
	Herring Run Jr. High	5001 Sinclair Lane, Baltimore, Maryland 21206	CRHW
	J.H. Lockerman Elementary	229-239 North Mount Street, Baltimore, Maryland 21223	CQXL
	James McHenry Elementary	31 South Schroeder Street, Baltimore, Maryland 21223	CVLF
	Johnston Square Elementary	1100 Valley Street, Baltimore, Maryland 21202	CVSW
	Lake Clifton High	2801 St. Lo Drive, Baltimore, Maryland 21213	CRHT
	Lombard Jr. High	1500 East Lombard Street, Baltimore, Maryland 21231	CVSX
	Robert Poole	1300 West 36th Street, Baltimore, Maryland 21211	CQQW
	Rutland Elementary	1600 Rutland Avenue, Baltimore, Maryland 21213	CRHQ
	William S. Baer	2001 Warwick Avenue, Baltimore, Maryland 21216	CVSZ

APPENDIX C

SELECTED ANNOTATED BIBLIOGRAPHY
AND
RESOURCE GUIDE

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, 1975.

This book is intended to help teachers assemble subject content for designing and retooling teaching strategies for ethnic studies.

Banks' book can be used as a textbook, a supplementary reading or as a reference. The book deals with native Americans, European Americans, Afro Americans, Mexican Americans, Asian Americans, Puerto Rican Americans, Cuban Americans, and native Hawaiians. Each chapter on an ethnic group is accompanied by a historical chronology, an annotated bibliography for teachers, and instructional suggestions for elementary and secondary students.

Bransford, Louis A., Leonard Baca and Karen Lane. Cultural Diversity and the Exceptional Child. Reston, Va.: Council for Exceptional Children, 1973.

Children who are linguistically and culturally different are often in danger of being educationally mislabeled and misplaced. The problem may arise as much from the linguistic and cultural biases of the texts used as from ignorance of the cultural orientation and cognitive styles of the children themselves. In Mexican culture for instance, individual competition is minimized in favor of identification with, and achievement for the sake of the family. In this textbook, learning styles are explored in the light of linguistic and cultural differences which must be understood and respected in the classroom. A list of tape cassettes on culture and language diversity are available from the Council on Exceptional Children concludes this anthology.

Buttler, Lois and Lubomyr R. Wymar. Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries. Littleton, Colo.: Libraries Unlimited, Inc., 1977.

This is an extremely useful and usable resource for the development of and implementation of curriculum in multi-cultural education. In addition to general titles on ethnicity, the guide lists reference sources, audiovisual materials as well as non-fiction and fiction titles for some 55 ethnic groups, including some on which resource materials have been more difficult to find: Basque, Korean, Welsh and Yugoslav Americans, among others. Print materials are indexed by author and by title. There is an audiovisual index as well as a list of producers and distributors of a-v materials.

Christian, Chester C. and John M. Sharp. "Bilingualism in a Pluralistic Society," in Foreign Language Education: A Reappraisal. Skokie, Ill.: National Textbook Co., 1972. pp 341-375.

Maintenance of second languages can ensure the continuation of distinctive home cultures and affective modes of being which differ from the norm. language, culture and affective behavior--all three preserve contact with the cultural past while resisting the standardizing influences of the present.

Curt, Carmen Judith Nine. Teacher Training Pack for a Course on Cultural Awareness. Cambridge, MA.: National Assessment and Dissemination Center for Bilingual Education, 1976.

This complete resource packet provides good support for even the novice instructor in cultural awareness. Study topics include cultural identity, non-verbal communication, proxemics, haptics, silence vs. noise, laughter and play, discussion of a cultural case study. Objectives (general, operational and specific) are provided for the course, as well as suggested readings, course requirements, teaching strategies, learning activities, quizzes and tests.

Gold, Milton J., Carl A. Grant and Harry N. Rivlin (Eds.). In Praise of Diversity: A Resource Book for Multicultural Education. Washington, D.C.: Teacher Corps. Association of Teacher Educators, 1977.

The first part of this anthology outlines some general aspects of multi-cultural education: the role of the teacher; the need for looking beyond ethnic labels and mislabels; some pressure points (cultural, political and social) encountered in developing a program in multi-cultural education. The second section provides a series of vignettes or resource units on nine different ethnic groups; Black Americans, Chinese, East European, American Indian, Italian, Japanese, Jewish, Mexican and Puerto Rican. The anthology concludes with a chapter on the implications of cultural diversity as process and as content.

Grant, Carl A. Multicultural Education: Commitments, Issues and Applications. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Multicultural education is by its very nature highly interdisciplinary. The authors who have contributed to this anthology view multicultural education from a variety of perspectives: legal bases, research, curriculum design, anthropological and sociological foundations, linguistics, international implications. On an applied level, there are sections on learning activities and instructional materials. This booklet provides a comprehensive overview and introduction to the field of multicultural education.

Math, Shirley Brice. "Our Language Heritage: A Historical Perspective," in The Language Connection: From the Classroom to the World. Skokie, Ill.: National Textbook Co., 1977. pp 23-51.

Throughout much of nineteenth century, a bilingual tradition existed in the U.S.--in schools, publications, churches and social institutions. During the first half of the twentieth century however, a monolingual English tradition was accepted as "natural and national." Since the 1960's widely varying ethnic groups have stressed the multilingual as well as the multicultural facets of American society. In the wake of this revival of the vilingual tradition in the U.S., the author explores theories of language policy and planning as these apply to a pluralistic society.

Bibliograph (Cont'd)

Maryland State Department of Education. New Perspectives in Intergroup Education. Baltimore, MD.: Maryland State Department of Education, Division of Instruction, 1975.

This publication is in two volumes for the use of elementary and secondary school teachers. It contains unit and activities for multi-cultural education. It is also useful in showing how to integrate multi-cultural concepts within the ongoing program.

Ruben, Brent D. and Richard W. Budd. Human Communication Handbook: Simulation and Games. Rochelle Park, N.J., Hayden Book Co., Inc., 1975.

Providing effective and meaningful communication activities can prove difficult for teacher inservice programs in particular. This text provides a wide range of such activities graded according to complexity and sophistication and covering such topics as personal and social communication, group problem-solving, cross-cultural awareness, and political communication. Some games and simulations are suitable or may be adapted for senior high school.

Stone, James C. and Donald P. De Nevi (Eds.). Teaching Multi-Cultural Populations: Five Heritages. New York: D. Van Nostrand Company, 1971.

Intended as a resource for preservice and inservice courses, this anthology provides useful information and insights on the cultural heritage and background of five leading ethnic minorities in the United States; Black, Puerto Rican, Mexican-American, American Indian and Asian American. An outline model for teacher preparation in multi-cultural education as well as an extensive bibliography and listing of resources (prior to 1971) are included.

Woodford, Prorase E. "Bilingual/Bicultural Education: A Need for Understanding," in The Challenge of Communication. Skokie, Ill.: National Textbook Co., 1974. pp 397-403.

An overview which begins with a discussion of the emotionalism which often surrounds the topic and continues with a description of the types of bilingualism, various kinds of bilingual/bicultural programs and the impact of ESEA Title VII (Bilingual Education Act).

Additional Resources

Migrant families are being thrust into a world of great change, with many of the changes being in conflict with their ethnic backgrounds and values. Research indicates that the problems of migrancy are widespread, and the characteristics attributed to migrant children have been documented. The following references are listed to point out the plight of migrants across the nation and to serve as a guide to help administrators, teachers, aides, farmers, and parents to become aware of the problems, frustrations, needs and contributions of the migrant community.

1. Allen, Steve. The Ground is our Table, Doubleday, 1966.
2. Barnes, F. F. et al., The California Migrant Farm Worker, His Family and the Rural Community. Dept. of Applied Behavioral Sciences, California Univ., Davis, Calif., April 1967. (ED 023 507. Price: MF - \$0.25, HC - \$2.45)
3. Blanton, D. et al., Suggestions for Teaching the Migratory Pupil. Richland School Dist., Shafter, Calif., 1967. (ED 024 489. Price: MF - \$0.50, HC - \$3.85)
4. Brown, J. L., "Learn and Earn Experiences, " Unpublished program report. Broward County Migrant Education Center, Fort Lauderdale, Fla., Dec. 1969.
5. Browning, R. H., and Northcutt, T. J., Jr., On the Season, A Report of a Public Health Project Conducted Among Negro Migrant Agricultural Workers in Palm Beach County, Florida. Florida State Board of Health, 1961. (ED 021 656. Price: MF - \$0.50, HC - \$3.70)
6. Coles, Robert. Uprooted Children. University of Pittsburgh, 1970.
7. Forbes, Jack D. Mexican Americans: A handbook for Educators, U. S. Government Printing Office.
8. Fuller, G. R., and Phipps, L. J., Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas. Interim Report 2. Illinois Univ., Urbana, Ill., 1968. (ED 022 967. Price: MF - \$0.25, HC - \$1.00)
9. Goodwin, W. L., "Bucknell Conference on Learning Problems of the Migrant Child." Report of Proceedings. Bucknell Univ., Lewisburg, Pa., 1967. (ED 023 498. Price: MF - \$0.75, HC - \$8.40)
10. Heffernan, H., Reality, Responsibility and Respect in the Education of Children From Families Who Follow the Crops. California State Dept. of Education, Sacramento, Calif., 1964. (ED 013 675. Price: MF - \$0.25, HC - \$0.70)

Resources (Cont'd)

11. Heitzman, A. J., "The Effect of a Token Reinforcement System on the Reading and Arithmetic Skills Learning of Migrant Primary School Pupils." New York State Center for Migrant Studies Newsletter, Vol. 1, No. 1, September 1969.
12. Hernandez, Luis F. A Forgotten American, Anti-Defamation League, 1969.
13. Jacobs, C. C., An Approach to Migrant Bilingual Education. Delaware State Dept. of Public Inst., Dover, Del., 1967. (ED 022 619. Price: MF - \$0.25, HC - \$1.70)
14. Mattera, G., "Educating Teachers of Children Who Are Culturally Different." Position paper presented at the N.Y. State Ed. Dept. Conf. on College and Univ. Programs for Teachers of Disadvantaged, Yeshiva Univ., New York, N.Y., 1969.
15. Murphy, S., First Come Love and Understanding. Southern Education Reporting Service, Nashville, Tenn., 1968. (ED 020 042. Price: MF - \$0.25, HC - \$0.50)
16. Naranja, Florida, Special Education Project for Migrant Children, An Evaluation of the Special Educational Project for Migrant Children in Dade County Public Schools. Naranja, Fla., 1966. (ED 023 761. Price: MF - \$0.50, HC - \$3.15)
17. Nava, Julian. Mexican Americans: A Brief Look at Their History. Anti-Defamation League, 1970.
18. Office of Economic Opportunity, "Foster Grandparents Project." How to Apply for a Foster Grandparent Project. OEO, Community Action Program, Washington, D.C.
19. Raul, Myrtle R. Where Hannibal Led Us, Vantage, 1967.
20. Rubel, Arthur J. Across the Tracks, University of Texas, 1966.
21. Samora, Julian, La Raza: Forgotten Americans, University of Notre Dame, 1966.
22. Schnur, J. O., "A Study of the Possible Improvement of Problem Solving Ability in Migrant Children." School Science and Mathematics, Vol. LXIX, No. 9, Dec. 1969, pp. 821-6.
23. Segalman, R., Army of Despair. Educational Systems Corp., Washington, D.C., 1968. (ED 021 671. Price: MF - \$0.25, HC - \$1.30)
24. Shannon, L. W., "The Study of Migrants as Members of Social Systems." Reprint from Proceedings of the Annual Spring Meeting of the American Ethnological Society. Univ. of Washington Press, Seattle, Wash., 1968. (ED 026 159. Price: MF - \$0.25, HC - \$1.70)

Resources (Cont'd)

25. Smith, D. R., The Effect of Selected Communication Patterns on Level of Abstraction, Length, and Complexity of Sentence in Speech of Children. Final Report. State Univ. of New York (Res. Foundation). Buffalo, N.Y., 1969. (ED 028 004. Price: MF - \$0.25, HC - \$1.80)
26. Stockburger, C., Who is the Migrant Child? Fact Sheet #2, Nat. Comm. on the Ed. of Migrant Children, 1967.
27. Stockburger, C., The Educational Problems of the Migrant Child. Fact Sheet #3, Nat. Comm. on the Ed. of Migrant Children, 1967.
28. U. S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor. The Migratory Farm Labor Problem in the United States, 1st Sess., 1969.
29. Ulibarri, H., Attitudinal Characteristics of Migrant Farm Workers, First Papers on Migrancy and Rural Poverty, An Introduction to the Education of Mexican-Americans in Rural Areas. Univ. of Southern California, Los Angeles, Calif., 1968. (ED 026 172. Price: MF - \$0.25, HC - \$2.70)
30. Varner, C. L., English as a Second Language. Operation Head Start Project 0162, Imperial Co. Schools, El Centro, Calif., 1965. (ED 015 820. Price: MF - \$0.25, HC - \$2.85)